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ABSTRACT

The document consists of the final report of the PEEEC (Project for Early Education of Exceptional Children) Outreach program, a program to stimulate high quality programs for preschool handicapped children and families in Kentucky. Following a definition of terms are sections outlining goals, objectives, and activities of three program components--project development and administration, demonstration/dissemination, and training and technical assistance. The following section includes tables, narratives, and statistical data on the impact of the program in terms of awareness, product development/distribution, training, site simulation, and state involvement. Appendixes, which make up the bulk of the document, include the following: sample forms and newsletters, a needs assessment instrument, a form for evaluation of training/technical assistance, sample report forms from various sites, a paper titled "Education and Related Services for Young Children with Special Needs in Rural America" by R. Kibler, a paper titled "Delivering Services to Handicapped Children in Rural Areas--Issues and Answers" by J. Tucker, a paper titled "Rural Early Intervention Services--Issues in Implementation and Evaluation" by B. Mallory, and sample workshop programs and evaluations. (SB)

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PEEEC OUTREACH

ANNUAL REPORT

1980 - 198[illegible]

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Department of Health, Education and Welfare
Office of Education
Washington, D. C. 20202
Program Performance Report (Discretionary Grants)

Part I

1. Date of Report

September 1980

2. Grant Number

G 007700887

3. Period of Report From:

July 1, 1981

To:

June 30, 1981

4. Grantee Name and Descriptive Name of Project:

Project for Early Education of Exceptional Children-Outreach.
West Kentucky Educational Cooperative

Certification: I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Project Director (s) or Principal Investigator(s):		Signature of Project Director(s) or Principal Investigator(s):
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Report developed and compiled by:

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DEMONSTRATION SITES/SERVICE ACTIVITIES

8/80 to 6/81

TABLE 1A

TYPE OF HANDICAP	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Ages 19 & over
1. Trainable Mentally Handicapped		2	2			
2. Educable Mentally Handicapped			1			
3. Specific Learning Disabilities						
4. Deaf/Blind						
5. Deaf/Hard of Hearing			1			
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speach Impaired		3	1			
9. Other Health Impaired		3	1			
10. Orthopefically Impaired						
11. Total		8	7			
12. Multi-Handicapped		8	7			

TABLE 1B

DEMONSTRATION SITE STAFF PROVIDING SERVICES TO RECIPIENTS IN TABLE 1A

TYPE OF STAFF	NUMBER	
	Full-Time	Part-Time
Teachers	2	
Paraprofessionals	2	
Speech Therapist		1
Communication Disorder Students*		7

* One demonstration site is located at MSU. Communication Disorder students provide individual instruction daily to students under supervision of Clinic personnel.

****

TABLE 1C

SERVICES TO THOSE HANDICAPPED NOT INCLUDED IN TABLE 1A

Service	Number of Handicapped
Screened	310*
Diagnostic & Evaluation	14
Found to Need Specific Help	Undetermined**

* This table is confusing to respond to since children are screened, diagnosed and evaluated to determine "if" they are handicapped. It is assumed here that information is requested on the number of children screened, etc. as opposed to the number of "handicapped" which the table would indicate.

** Diagnostic and Evaluation results were reported to the families and/or school districts but not to the Project.

DEFINITION OF TERMS

BEEC	Bureau of Education for Exceptional Children. Kentucky Department of Education
WKEC	West Kentucky Educational Cooperative
KIK	Kentucky's Individualized Kindergartens A Project sponsored by BEEC to identify and serve handicapped children in Kindergarten. Six sites are funded for severely handicapped children.
PEEEC	Project for Early Education of Exceptional Children
TA	Technical Assistance
WKDC	West Kentucky Diagnostic Center
T	Training
DHR	Department of Human Resources (Department of Community Services for Mental Retardation)
OSE	Office of Special Education
HCEEP	Handicapped Children's Early Education Program

Component: Project Development and Administration

GOAL I: The development and implementation of an effective Outreach model to stimulate high quality programs for preschool children and families in Kentucky.

Objective

1.0 To plan the development of new Outreach Services.

Activities

1.1 Staff meetings conducted daily in July and August to plan approach to services.

1.2 WKEC school district personnel were invited to attend orientation meetings on September 8, 1980, in Murray, and September 9, 1980, in Madisonville. Nineteen school districts attended.

1.3 KIK Project Director attended a meeting at Kenlake on July 21, 1980, with Outreach staff to plan services to Severe KIK sites.

1.4 Co-Directors discussed Outreach services at July and August WKEC Board Meetings.

1.5 Orientation meeting held at KIK Conference on July 28, 1980. Twelve school districts and agencies attended.

1.6 Target sites tentatively identified based on needs - PEEEC Demonstration Sites, WKEC School Districts, Severe KIK Sites, Head Start and Comprehensive Care Centers.

1.7 Demonstration/Dissemination Plan and Training/Technical Assistance Plan developed. (See Appendix A.)

1.8 Procedures for approach were developed along with sample handouts.

Objective

2.0 To ensure the efficient operation of the Outreach Project.

Activities

2.1 All staff hired as of July 1, 1980.

2.2 Patty Hutinger provided twelve days of consultation on development of monographs for the HCEEP Rural Network.

2.3 A consultant was contracted to represent PEEEC Outreach in working with other HCEEP Projects with rural concerns to cooperatively solve problems. The consultant established liason with other groups, organizations and HCEEP Projects concerned with rural education and with OSE staff.

Objective

1.0 To distribute PEEEC information throughout Western Kentucky and other designated sites.

Activities

1.1 Four hundred thirty-seven copies of First Words, PEEEC newsletter, were distributed each quarter. (See copies in Appendix.) Four hundred eighty-five copies of Outreach brochure were distributed. Fifty-nine copies of Intake, Curriculum & Assessment Manuals were distributed. Fifty-seven copies of Home-School Instruction Manuals were distributed. Sixty-nine and fifty* copies of the Preschool Screening Manuals were distributed; along with seventy-eight copies of Working with Parents: Individualizing Needs.

*The Tennessee Department of Education made fifty copies of this manual for use at a screening workshop.

1.2 Articles:

August 1980 - Special Needs Newsbrief* - Overview of Outreach services.

January 1981 - Special Needs Newsbrief* - Preschool Screening services.

* The Newsletter for the Head Start State Training Office - 152 sent quarterly. (See Appendix A for copies of the newsletter.)

Objective

2.0 To conduct presentation at state, regional and national meetings.

Activities

2.1 State CEC Conference - Louisville, KY - March 27, 1981

2.2 National CEC - Co-Director presenter - April 14, 1981

2.3 Spring Retreat Presentation - May 1, 1981 - Kenlake State Park

2.4 Counseling Families with Handicapped Children/Viewpoints: 1981-March 2, 1981 - Owensboro, KY

2.5 Outreach Directors - Conference - September 1980

2.6 HCEEP Directors/DEC Conference - December 1980

2.7 Co-Director attended TADS/WESTAR Conference for new HCEEP Directors - August 1980

Objective

3.0 To encourage and coordinate visits to the Demonstration sites and the Outreach Office.

Slippage The function of the coordinating visitors to the Demonstration sites was turned over to teachers at the Demonstration sites. Figures are unavailable.

Activities

3.1 Approximately fifteen persons from agencies visited Outreach office.

Activities

2.3 Technical assistance was provided for program development in rural areas requesting assistance to initiate services. A national rural conference for early childhood special educators was arranged for the HCEEP Rural Network by this consultant. The conference was held in Oklahoma City, June 1981.

2.4 Office and outreach materials were purchased as needed.

2.5 Forms were developed for documenting procedures, recording data and reporting information. (See Appendix A.)

2.6 Staff development procedures were the same as in the Demonstration Phase of PEEEC. Workshops attended by staff were:

EFEC Conference - Octover 17 & 18, 1980 - Louisville, KY

Behavior Management Workshop - Februrary 27 & 28, 1981 - Brandon Springs

CEC Convention - April 13 - 17, 1981 - New York, N. Y.

KIK Conference - April 27 & 28, 1981 - Louisville, KY

Counseling Families with Handicapped Children Viewpoints: 1981 - March 2 & 3, 1981 - Owensboro, KY

Objectives

3.0 To document, review and report the activities and progress of the Outreach Project.

Activities

3.1 Technical Assistance Planning and Reporting Forms were completed prior to each visit.

3.2 Summary of Outreach Services Form was completed after completion of training and Technical Assistance to each program. (See Appendix B for summary.)

3.3 Evaluation plan developed and implemented which would document activities. Outreach recipients will state the effectiveness of training and technical assistance. (See Appendix B for summary.)

Component: Demonstration/Dissemination

Goal II: The provision of awareness activities aimed at increasing services to preschool handicapped children and families in KY.

NUMBER OF PERSONS USING EACH RATING OF SATISFACTION

AREA OF CONCERN	SATISFACTION RATINGS 1st QUARTER					2nd QUARTER					3rd QUARTER					4th QUARTER				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Awareness Role				1					1						2					2
Knowledge for Performing Role			1						1					2					2	
Planning Skills			1					1					2					2		
Implementation Skills			1						1					2					2	

1 = No Satisfaction

5 = Complete Satisfaction

Staff Development Activities are listed under the Component of Project Development and Administration Goal I Objective 2.0.

The above table indicates the level of satisfaction with growth in specific areas of performance as indicated by responses on the Staff Development and Activities Questionnaires. A rating on five indicates complete satisfaction, a one, no satisfaction.
Information from part-time staff members in unavailable.

Activities

3.2 Training geared toward on-site visits instead of using Demonstration sites. See Charts 1, 2 & 3 for number of hours spent with each site.

Objective

4.0 To continue contact with community agencies for sharing of information and the stimulation of services.

Activities

4.1 Interagency Case Conferences were attended by another Project staff member under the same agency as PEEEC. Information was disseminated about PEEEC.

4.2 Agencies were informed of who was responsible for the continuation of Demonatration site services to children and families in the first issue of Volume IV of the newsletter.

4.3 Contacts with individual agencies were made as needed.

10/30/80 - Kentucky School for the Blind. Met with two staff members to discuss Outreach Services and how to coordinate referrals.

5/7/81 - Kentucky School for the Deaf. Met with a staff member to discuss Outreach Services and Technical Assistance needs.

4.4 Coordination of services and referrals with two other grants managed also by the WKEC was conducted on a regular basis.

Objective

5.0 To provide general information about conferences, screening, observation and demonstration services through the mass media.

Slippage Due to extensive list of targets, this objective was not accomplished. Each school system who conducted a preschool screening was responsible for placing article/bulletins in local papers and radio stations. They were given sample article/bulletins to use as guidelines.

Goal III: The continued distribution of products developed by PEEEC to enhance the quality of services to preschool handicapped children and their families in Kentucky.

Objective

1.0 To add to or revise existing products.

Activities

1.1 Two revisions of pages in Preschool Screening Manual were printed. The revisions were sent to all persons who had received a copy of the manual.

1.2 Intake, Curriculum and Assessment Manual and Working with Parents: Individualizing Needs Manual were finalized and printed.

Slippage PEEEC overview slide tapes was not revised since it was determined not to be a useful means of dispersing information about Project.

Objective

2.0 To make the existing parent and professional library more accessible to WKEC school districts and MSU faculty and students.

Activities

2.1 Materials were made accessible to WKDC school districts and other target sites by distributing them based on needs determined by Outreach staff and teacher. Approximately ninety resources book, curriculum guides, assessment instruments and other materials have been shared with twenty school districts or agencies on a rotating basis.

2.2 A list of materials was developed and distributed to individuals. Approximately fifteen material lists were distributed. Information Searches were also conducted. See Appendix C for materials list and summary of information searches.

2.3 Check-out procedures were developed and utilized by persons visiting the Outreach Office. (University staff and students primarily.)

Objective

3.0 To develop new materials as needed.

Activities

3.1 Outreach brochures were developed and printed. The brochure also described PEEEC services to children and parents as provided in the Continuation Phase, 1980-1981. (See Appendix C.)

3.2 Since information on inservice training did not coincide with printing timelines, in all cases, this objective was met by sending a copy of workshop announcements to staff of all target sites. Based on informal survey of teacher comments, this was an effective means of making them aware of workshops.

Component: Training and Technical Assistance.

GOAL IV: The stimulation of high quality programs throughout Western Kentucky and other designated sites through the provision of training and technical assistance to early childhood providers.

Objective

1.0 To assist in the transition of the services to children and services to parents components of PEEEC to local school districts.

Activities

1.1 See Chart 1 for summary of training and technical assistance.

1.2 Two children were referred to PEEEC demonstration sites by Outreach staff.

1.3 Former PEEEC teacher (and current Instructional Resource Coordinator) provided two days of consultation to assist in transition of services at both Demonstration sites.

Objective

2.0 To assist WKEC school districts in developing new programs for preschool severely or multi-handicapped children.

Activities

2.1 Needs assessments and technical assistance agreements were completed and developed with three school systems. Due to time restraints the process was not completed with three school systems but technical assistance services were provided. One WKEC school district started a preschool class for multi-handicapped children. The other school districts used existing programs to serve handicapped children. See Appendix B for summary of needs.

2.2 See Chart 2 for summary of training and technical assistance.

2.3 Five children were referred to appropriate agencies by Outreach staff.

Objective

3.0 To encourage teacher training institutions to develop programs for teachers of the preschool handicapped.

Activities

3.1 11/10/80 assistance given to Dr. Warren Umansky, University of Georgia, in the planning and organization of Spring Retreat; 5/1-3/81 at Kenlake State Park, Aurora, Kentucky. Outreach was given responsibility for arrangement of facilities and activities.

4/81 Outreach staff contacted persons involved with early childhood special education in Kentucky to participate in panel presentation on 5/1/81.

See Appendix C for agenda of conference, news releases, and a list of panel participants.

CHART 1 SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - DEMONSTRATION SITES

chool strict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Dist. Staff Involved	No. of Children	Travel	Materials Loaned/Given
CALDWELL CO.	IV-1.0,2.0 VI-1.0	Training in PEEEC Components: Services to children/ Services to Parents Preschool Screening Evaluation	Transition of services/ Students from PEEEC to Caldwell Co Preschool Screening Planning/Implementation Intake Procedures: Form development Behavior Management	IV - 40 hrs. VI - 14 hrs.	2 4	5 72	10 Hrs. 4 Hrs.	X X
			Assistance in writing a proposal for expansion of parent services	* See Appendix F for Copy of proposal				
CALLOWAY CO.	IV - 1.0	Training in PEEEC Components: Services to Children/ Services to Parents	Transition of services/ Students from PEEEC to Calloway Co. Assesment Instruments & Use IEP Development Lesson Plan Development Behavior Management Positioning/Handling Daily Schedule Appropriate Materials Interagency Coordination	IV - 63 hrs.	3	8	----	X

CHART 2 SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - WKEC SCHOOL DISTRICTS

School istrict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Dist. Staff Involved	No. of Children	Travel	Materials Loaned/Given
Christian Co	IV - 2.0	Teaching Strategies Services to Children component	Assesment Instruments and Use Curriculum Resources and Use IEP Development Lesson Plans and Daily Schedule Positioning/Handling Appropriate Materials Feeding Techniques Appropriate Placement of Child	IV - 33 hrs	3	6	18 hrs	X
Hopkins Co	IV - 2.0 VI - 1.0	Services to Children Component	Assesment & Instrument Use	IV - 134 hrs	10	23	58 hrs	X
			Curriculum & Resource Use	VI - 2 hrs	4	---	4 hrs	X
			Teaching Strategies					
			Feeding, Positioning & Handling Techniques					
			Preschool Children					
			Services to Families					
			Appropriate Materials					
			Information on Handicaps					

CHART 2

SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - WKEC SCHOOL DISTRICTS

School istrict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Dist. Staff Involved	No. of Children	Travel	Materials Loaned/Given
Hopkins Co. (cont.)			Proposal Development Behavior Management					
Marshall Co.	IV - 1.0		Transition of PEEEC Students to Marshall Co. Referral to appropriate agencies	IV - 7 hrs	3	5	1 hrs	X
Muhlenberg Co.	IV - 2.0		Teaching Strategies Materials & Activities for Identified Children Behavior Management	IV - 7 hrs	1	25	3.5 hrs	X
Paducah Independent	IV - 2.0	Appropriate Teaching Strategies & Techniques	Material for specific areas Playground Information Task Analysis Teaching Strategies Activities for pre-speech feeding, etc. Teacher-made materials	IV - 35 hrs	3	10	12 hrs	X
Todd Co.	IV - 2.0	Development al Assesment Demonstration of Appropriate Teaching Techniques	IEP Development Lesson Plan Development Activity & Material Development	IV - 27 hrs.	4	8/50* * 2 kindergarten classes visited- Technical Assistance provided.	15 hrs	X

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CHART 2

SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - WKEC SCHOOL DISTRICTS

School istrict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Dist. Staff Involved	No. of Children	Travel	Materials Loaned/Given
Todd Co. (cont.)			Teaching Strategies					
rigg Co.	IV - 2.0		Home-visit Techniques Teaching Strategies Teacher-made Materials Screening Techniques	IV - 10 hrs	1	20	1.5 hrs	X
Union Co. * * also KIK site	IV - 2.0		Teaching Techniques Appropriate Materials	IV - 7.5 hrs	2	15	4 hrs	X

Objective

4.0 To assist existing programs in providing services to the preschool handicapped.

Activities

4.1 See Chart 3 for summary of technical assistance and training to agencies.

4.2 Four children were referred to agencies by Outreach staff.

Objective

5.0 To work with existing infant programs. (Pennyroyal MH/MR Centers, J. U. Kevil, Easter Seal, MSU Diagnostic and Remediation Center.)

Activities

5.1 One child referred to infant program.

5.2 First Words (newsletter) sent to infant programs. (J. U. Kevil, Easter Seal, MSU Diagnostic and Remediation Center and Pennyroyal MH/MR Centers.)

5.3 Material listings and activities sent to staff of infant program in Elizabethtown.

Slippage Due to committments to serve programs, that work with the three to eight year-old population, the Outreach staff was not able to work with the infant programs on a regular basis.

Goal V: The stimulation of state involvement in the support for and the provision of programs for the preschool handicapped population and their families.

Objective

1.0 To coordinate efforts for the development of new preschool services for severly and multi-handicapped children with the KIK Project (Kentucky's Individualized Kindergartens) funded by BEEC, Ky. Dept. of Education.

Activities

1.1 KIK Project Director met at Kenlake State Park on July 21, 1980, with Outreach staff to plan services to severe KIK sites.

1.2 PEECH Outreach orientation meeting held at KIK Conference on July 28, 1980. Three severe KIK sites were represented.

1.3 Problem-Solving Conference - KIK sites - Bardstown, KY - Nov. 13 & 14, 1980.

CHART 3

SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - AGENCIES

chool strict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Agency Staff Involved	No. of Children	Travel	Materials Loaned/Given
Community Coordinated Child Care Louisville, KY	IV-4.0		Preschool Screening	1.5 hrs	1		Coordinated with visit to KIK site	X
Comprehensive Care Center Corbin, KY	IV-4.0		Proposal Development	8hrs	3		16 hrs	X
DHR - * Division of Community Services for Mental Retardation Frankfort, KY	IV-4.0		Coordination of services between Comprehensive Care & Outreach	1.5 hrs	3		Coordinated with Staff Development Trip	X
Head Start Training Office Handicap Specialist Bowling Green, KY	IV-4.0		Assistance in developing Screening Diagnosis & Assesment Manual	60 hrs	1		6 hrs.	X
Head Start Murray, KY	IV-4.0	Vision Screening Workshop	P.L. 94:142 Student & Parent Rights	2 hrs	5	11		X
Lansdowne MH/MR Center Ashland, KY	IV-4.0		Appropriate Assesments Positioning/Handling Techniques	2.5 hrs	7		Coordinated with KIK visit	X

* See goal V, Obj. 1.0 for detailed description of other coordination with agencies.

CHART 3

SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - AGENCIES

School istrict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Agency Staff Involved	No. of Children	Travel	Materials Loaned/Given
Morehead Head Start Regional Teachers Conference	IV-4.0	Integration of Handicapped Children in Head Start Classes		2.5 hrs.	11	Unknown	14 Hrs	X
Spring Handicap Workshop Kentucky Head Start	IV-4.0	Screening Diagnosis Assesment		3 hrs	26	Unknown	8 hrs	X

*See Appendix # for Evaluation of training

Activities

1.4 Planning meeting on January 29 & 30, 1981 in Bardstown, KY to plan "Survival Kit". (KIK Project Director, Children's Services Coordinators and field service representatives were involved.)

1.5 Visits were made to each severe KIK site to complete needs assessments:

Union County - Sturgis, KY - September 24, 1980

Ashland Independent - Ashland, KY - October 2 & 3, 1980

Henry County - New Castle, KY - November 12, 1980

Based on the needs assessments, two of the sites requested technical assistance. The third site indicated that they needed further development but did not require technical assistance.

1.6 Technical assistance agreements were developed and visits scheduled for each KIK site:

Henry County - December 8 & 9, 1980

Ashland Independent - January 1, 12 - 15, 1981

1.7 Technical assistance was given to the Henry County KIK site in the areas of: development of instructional plans, meshing KIK and regular kindergarten curriculums, use of IEP in daily lesson plans, task analysis, instructional strategies and room arrangement. (See Chart 4 for summary.)

1.8 Technical assistance was given to the Ashland Independent KIK site in the areas of: developmental assessment, developmental curriculums, instructional strategies, task analysis and PEEEC family needs assessment. (See Table 4 for summary.)

1.9 3/4/81 - met with Marge Allen, DHR to develop KIK "Survival Kit".

6/19/81 - Met with Marge Allen to finalize plans for KIK "Survival Kit".

6/19/81 - Met with Betty Bright & Mimi Rush, BEEC to discuss KIK "Survival Kit".

Objective

2.0 Assist BEEC in implementing the state plan for preschool services.

Activities

2.1 Assistance was offered to BEEC in developing state plan and preschool standards for preschool special education. After correspondence, three follow-up calls and in-person contacts, BEEC responded that assistance was not needed since they were not working on it themselves.

CHART 4 SUMMARY OF TRAINING AND TECHNICAL ASSISTANCE - KIK SITES

School istrict	Goal/ Objective	Training Topics	Technical Assistance Areas	Total T/TA Hours	School Dist. Staff Involved	No. of Children	Travel	Materials Loaned/Given
Ashland Independent Schools	V-2.0	Services to Families Component	Development Assessment Curriculum Use Instructional Strategies Task Analysis	55 hrs	3	[illegible]	32 hrs.	X
Henry County	V-2.0	Services to Families Component	Developement of Instructional Plans Meshing KIK and regular Kindergarten curriculums Use of IEP in daily lesson plans Task Analysis Instructional Strategies Room Arrangement	26 hrs	2	5	20 hrs	X

Objective

3.0 Work cooperatively with other early childhood programs in Kentucky.

Activities

3.1 Staff member on Kentucky State Advisory Committee for Handicapped Services in Head Start attended three of four meetings:

October 17, 1980 - Louisville, KY

March 26, 1981 - Louisville, KY

June 10, 1981 - Owensboro, KY

Also, chairman of subcommittee on screening, assessment & diagnosis instrument. This subcommittee developed half of the manual, Instruments & Procedures for Screening, Diagnosis & Assessment. The manual will be distributed in August of 1981 to all Head Start programs in the state.

3.2 A consortium of 1st Chance Projects in Kentucky was not developed, but the following efforts were made to increase communication:

10/18/80 - Louisville - held a meeting and invited staff of the Brescia Hearing Impaired Project - Outreach and Early Education Program for Down's Syndrome Infants and Children.

12/10/80 - visited Louisville, KY to observe Early Education Program for Down's Syndrome Infants and Children. Article on Louisville Project appeared in Vol. 3, No. 2 newsletter.

1/81 - attended Brescia Hearing Impaired Outreach Project Advisory Committee meeting.

5/1/81 - All 1st Chance Projects were invited to participate in a Panel discussion at Spring Retreat. Brescia Outreach Project participated.

3.3 Class Presentations - see Goal VI, Objective 2.0.

3.4 Sent information to Early Childhood Special Education staff member - Northern Kentucky University, June, 1980.

Slippage Due to financial restraints of budget, Outreach could not help sponsor the Bluegrass Happening, a conference put on by Eastern Kentucky Coalition For The Handicapped.

Goal VI: The provision of training to ensure comprehensive educational programming for preschool handicapped children and their families.

Objective

1.0 To continue provision of preschool screening assistance to WKEC school districts.

Activities

1.1 Caldwell County:
9/[illegible]/80 - planning meeting for preschool screening
9/25/80 - screening day; assistance provided in organization and administration of screening day.
10/7/80 - assistance provided in evaluation of screening results.

Webster County:
11/14/80 - kits provided to preschool screening coordinator.

Livingston County:
3/23-25/81 - assistance provided in administration and evaluation
4/7/81 - of preschool screening.

Ballard County:
3/16/81 - planning meeting for preschool screening.
4/24/81 - inservice training of preschool screening team.
5/4-7/81 - assistance provided in administration and evaluation of preschool screening. See Appendix E for evaluation.

Jefferson County:
4/29/81 - Jefferson County Head Start - Louisville, KY - assisted in development of a large-scale screening process.

See Chart 5 for numbers of children screened.

Objective

2.0 To assist in the coordination of practicum students' training.

Activities

2.1 1/81 - meetings held with MSU staff and PEEEC Demonstration
2/81 - teacher to discuss placement of practicum students at demonstration site.

Slippage MSU practicum students were not placed in fall semester due to new teacher at demonstration site and new early childhood professor at University.

Objective

3.0 Present specific training based on the PEEEC components of Administration, Services to Children, Services to Parents, and Staff Development to designated Outreach targets (i.e., WKEC school districts, KIK model sites, etc.)

Activities

3.1 Provided in-depth overview on following PEEEC components:

Administration and Management;
Services to Children;
Services to Parents; and
Staff Development

CHART 5

SUMMARY OF SCREENING RESULTS

1980-1981

DATE	COUNTY	PASS	REFER/RESCREEN	EVALUATE	TOTAL
9-26-80	Caldwell County	38	21 / 12	1	72
11-14-80	Webster County	15	0 / 0	0	15
3-23,24,25-81	Livingston County	54	16 / 23	0	93
5-4,5,6-81	Ballard County*	87	9 / 21	13	130
	TOTALS	194	46 / 56	14	310

* This county implemented its first screening program this year. Thirteen people were trained in the screening process.

320 children were screened in Ripley, Tennessee as a result of CIP training by staff. A breakdown of results is unavailable.

Activities

3.1 (cont.) to University of Louisville extension class on 12/9/80 in Carrollton, Kentucky. KIK staff from Henry County were enrolled in the class. Twenty-three students received training. (See Appendix E for evaluation of training.)

Former PEEEC staff member received four hours of technical assistance, and materials at Outreach office on Screening information.

The former staff member works in an out of state school system not designated as a target for Outreach Services.

As a result of a presentation at the Rural Network Workshop in March 1980, a request was made by the RIP Expansion Project to present the Comprehensive Identification Process Preschool Screening Method to Child Find Coordinators in Tennessee. The workshop was conducted in Nashville, Tennessee on March 13, 1981. Appendix E contain the evaluations of the training.

Due to inability to obtain services of a project evaluator, cost effectiveness data was not compiled.

SUMMARY OF
IMPACT INDICATORS
FOR PEEEC OUTREACH ACTIVITIES

July 1980 - June 1981

AWARENESS INDICATORS

* * *

OUTREACH REQUESTS FOR SERVICES

JULY 1980 - JUNE 1981

	Referral From Other Agencies	Presentations	Other
Telephone	3	1	1
Letter/Outreach Request Form	6	24	10
In Person	3	23	3
TOTAL	12	48	14

* * *

Referrals from agencies: WKEC Director

WKDC Staff

DHR

The number of persons visiting demonstration sites was not available since that responsibility was turned over to the Demonstration Site teachers.

450 copies of the First Words Newletter was distributed quarterly to PEEEC parents, school systems, agencies and others.

Product Development/Distribution Indicators

253 Project manuals distributed

Number of children receiving new/improved services via use of Project projects describing model components - 1065.

SUMMARY OF PEEEC INFORMATION MATERIALS & PRODUCTS DISTRIBUTED

JULY 1980 - JUNE 1981

MATERIAL/PRODUCT	TEACHERS	AIDES	ADMINISTRATORS	UNIVERSITY STUDENTS/STAFF	TOTAL
Intake Services, Curriculum and Assessment Manual	19	2	12	23 / 3	59
Home-School Instruction Program Manual	15	2	14	23 / 3	57
Preschool Screening in the WKEC	6		27 (50*)	23 / 3	59
Working With Parents: Individualizing Needs	5		70	3	78
Family Services Draft Manual	9	2	3	23	37
Record Keeping Plan			1		1
PEEEC Adopted Teaching Strategies from the Hi-Comp Curriculum	15	3	2		20
PEEEC Outreach Information Packet - 1. Approach to PEEEC Outreach Assistance 2. Topics for training/technical assistance 3. List of PEEEC Products 4. Outreach Services Request Form	10	7	48		65

* Tennessee State Dept. of Education made 50 copies

Training Indicators

Number of handicapped children receiving new, improved services from persons receiving training - 4,807 children.

* Note - Much of the training provided by PEEEC Outreach is ongoing as opposed to "short-term" in nature. If this training is counted along with this indicator, 5,0007 children can be counted as receiving improved services.

Amount and Sources of Funding Providing to Support Training Experience

$4,233.12 - State Training Office- Head Start Tennessee State Department of Education

This figure does not reflect a true cost due to information was not available to PEEEC Outreach.

PEEEC OUTREACH
West Kentucky Educational Cooperative

Impact Indicators for University of Louisville Training
12/9/80

Name: Twenty students completed this form.

Positions: Administrators, Teachers, Speech Therapists, Guidance Counselors.

Agencies & School Districts:

Trimble County	United Cerebral Palsy
Henry County	Ohio Valley Educational Co-op.
Jefferson County	Riverside Good Counsel, Inc.
Carroll County	

1. Number of handicapped children (under 8 years of age) who will receive new/improved services as a result of this training session or as a result of the materials distributed: 206
2. Amount of funds used to support this training experience: $93.00 for tuition/student, mileage unknown.
3. Source of funds used to support this training experience: Each student paid their own cost.

   Jefferson County and United Cerebral Palsy paid one student's cost. Riverside Good Counsel paid for one student's mileage.

SITE STIMULATION INDICATORS

DEMONSTRATION SITES/SERVICE ACTIVITIES

8/80 to 6/81

TABLE 1A

TYPE OF HANDICAP	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Ages 19 & over
1. Trainable Mentally Handicapped		2	2			
2. Educable Mentally Handicapped			1			
3. Specific Learning Disabilities						
4. Deaf/Blind						
5. Deaf/Hard of Hearing			1			
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speach Impaired		3	1			
9. Other Health Impaired		3	1			
0. Orthopefically Impaired						
11. Total		8	7			
2. Multi-Handicapped		8	7			

TABLE 1B

DEMONSTRATION SITE STAFF PROVIDING
SERVICES TO RECIPIENTS IN TABLE 1A

TYPE OF STAFF	NUMBER	
	Full-Time	Part-Time
Teachers	2	
Paraprofessionals	2	
Speech Therapist		1
Communication Disorder Students*		7

* One demonstration site is located at MSU. Communication Disorder students provide individual instruction daily to students under supervision of Clinic personnel.

****

TABLE 1C

SERVICES TO THOSE HANDICAPPED
NOT INCLUDED IN TABLE 1A

Service	Number of Handicapped
Screened	310*
Diagnostic & Evaluation	14
Found to Need Specific Help	Undetermined**

* This table is confusing to respond to since children are screened, diagnosed and evaluated to determine "if" they are handicapped. It is assumed here that information is requested on the number of children screened, etc. as opposed to the number of "handicapped" which the table would indicate.

** Diagnostic and Evaluation results were reported to the families and/or school districts but not to the Project.

Attachments #1

Description of Demonstration-Continuation Site and Each Replication/Model Utilization Site for FY 1980

Name of Contact Person; Name, Address, Phone Number of Agency	# of full & part time staff	Amount(s) & Source(s) of Funding	Model Components Used With (*) & Without Adaptation	# of Children Served by Age Range & Handicapping condition	Child Progress Data Contained in Table	New Services Not Previously Supported (Yes/No)	Improved Serv at Existing S (Yes/No)
Pam Cox - Teacher Joycelyn Jones - Principal Fredonia Elementary School - Box 177 Fredonia, KY 42411 502-545-3431 Larry Allen, Supt. Caldwell Co. Schools 600 Washington Box 229, Princeton, KY 42445 502-365-6601	2	Assurance Statement Attached	Services to Families Services to Children	Ages 3 - 5 3 served Ages 6 - 9 3 served Multihandicapped	Data Attached	No	No
Ray Dunn - Principal Southwest Elementary School Rt. 7 Murray, KY 42071 502-753-5843 Dr. Jack Rose - Supt. Box 86 Murray, KY 42071 502-753-3033	2	Assurance Statement Attached	Services to Children - with Adaptation Services to Families	Ages 3 - 5 5 served Ages 6 - 9 2 served Multihandicapped	Data Attached	No	No

** The above programs are PEEEC Demonstration sites.

Statement of Assurance

Proposed continuation of direct services to PEEEC preschool handicapped children and families.

Applications for funds for State Foundation units for two classroom units and one home instruction unit will be made by two member school districts of the WKEC.

Local funds will be used to pay for the local contribution portions of each of these units. Local funds will also be used to employ a teacher aide for each of the two classrooms and part-time aides to assist with transportation problems. Staff qualifications call for M.A. (minimum of B.A.) in Special Education with experience in PEEEC or a similar preschool program for teachers, and experience in PEEEC or a similar early childhood setting for aides.

One of these DLC units has been funded through Foundation and local contributions since January, 1980.

The two DLC classrooms now operated by PEEEC will continue in the same locations: one in the Special Education Building, Murray State University, Murray, Kentucky, and the other in the Fredonia Elementary School, Fredonia, Kentucky. (See PEEEC Brochure, Appendix D.) Each of these provide the standard classroom facility and the one in Murray is equipped with a bathroom.

The MSU classroom serving students, primarily from Calloway County and Murray Independent Schools, is ideally located in the

Special Education Building, providing opportunities for the involvement of MSU practicum students. This effort will be coordinated with MSU and PEEEC Outreach.

The classroom in Fredonia is located in an area to better serve some of the more rural school districts comprising WKEC.

Both of the DLC classrooms are equipped with observation rooms and will continue to be available for use as demonstration facilities for PEEEC Outreach, Murray State University, and others.

Local funds will also be used to pay expenses entailed for instructional materials and equipment at the same level as regular education students. In addition, EHA-Part B funds will be received and used @$150. per pupil (approximate figure). The total state and local expenditures will be approximately $90,000.

The same number of students will be served through the two DLC's and one HSIP next year as have been in the demonstration Project. Next year, however, in the continuation phase, students will receive services 5 days/week as opposed to the current 4 days/week. Approximately 18 young children can be served in the DLC and HSIP programs in Fredonia, and approximately 10-12 children in the Murray DLC.

The Board of Directors wholeheartedly support the continuation of these PEEEC services to children and families and express appreciation to Caldwell County, Calloway County, and Murray Independent Schools for proposing the funds and facilities for these continuation efforts.

Chairman, Board of Directors, WKEC

TABLE 1

FREDONIA ELEMENTARY SCHOOL
CALDWELL CO. - PEEEC DEMONSTRATION SITE
EARLY BRIGANCE SUMMARY SCORES

CHILD I. D. LETTER	A	B
TEST DATES	8/80 & 5/81	8/80 & 5/81
NO. MONTHS BETWEEN TESTS	9	9

Total Gains in Developmental Age Months
(Average Gains in Developmental Age Months)

	A	B
Gross Motor Skills		
Standing	1.3	1.3
Walking	0.6	.4
Stairs & Climbing	1.3	1.3
Running	NA	2.6
Jumping	NA	1.3
Hopping	NA	NA
Kicking	4.6	2.6
Balance Board	4.0	3.7
Catching	4.0	4.0
Rolling & Throwing	1.3	3.3
Ball Bouncing	2.6	NA
Rhythm	1.3	1.3
Wheel Toys	0.3	NA
General Eye/Finger/Hand Manipulative Skills	2.6	1.0
Block Tower Building	2.0	0.5
Fine Motor Skills		
Puzzles	2.6	2.6
Pre-Handwriting	2.0	1.3
Draw-A-Person	NA	NA
Designs		
Imitates	NA	1.6
Copies	NA	NA
Cutting with Scissors	NA	NA
Painting with Brush	NA	NA
Clay	NA	NA
Self-Help		
Feeding-Eating	1.6	3.3
Undressing	2.6	1.3
Fastening	2.6	NA
Toileting	1.3	NA
Bathing	2.0	NA
Grooming	2.0	NA
Household Chores	2.0	NA

TABLE 2

FREDONIA ELEMENTARY SCHOOL
CALDWELL CO. - PEEEC DEMONSTRATION SITE
LAP-D SUMMARY SCORES

Total Gains in Developmental Age
(Average Gain per Month in Developmental Age)

CHILD I.D. LETTER	C	D	E	F
TEST DATES	8/80 & 5/81	11/80 & 5/81	12/80 & 5/81	12/80 & 5/81
NO. MONTHS BETWEEN TESTS	9	7	6	6
Fine Motor:				
Manipulation	1.3	0.9	1.0	2.0
Writing	2.0	0.9	1.0	2.0
Cognitive				
Matching	0.6	0.9	2.0	3.0
Counting	3.3	2.0	4.0	4.0
Language/Cognitive				
Naming	---	Incomplete	3.0	1.0
Comprehension	0.6	Incomplete	3.0	1.0
Gross Motor				
Body Movement	0.4	---*	Incomplete	2.0
Object Movement	---*	2.0	---*	---*
****Self-Help**				
Eating	---	---	---	---
Dressing	1.5	---	---	---
Grooming	---	---	---	---
Toileting	---	---	---	---
Self-Direction	---	---	---	---

* Made progress in skills within same developmental age.

** Self-Help section tops out at the lower ages, therefore, some children show no gains in these areas.

	CHILD A	CHILD B
Pre-Speech		
Receptive Language	0.4	0.2
Gestures	0.2	NA
Vocalization	0.5	NA
Speech & Language Skills		
Verbal Direction	NA	-0.6
Singing	NA	NA
General Knowledge & Comprehension		
Body Parts	1.3	--
Readiness		
Responds to, and experiences with, books	0.5	--

All the subtests of the Brigance Inventory of Early Development are not listed because they did not apply to the students.

CHILDREN PROGRESS DATA

PRE/POST TEST SCORES

NORFOLK TEST SUMMARIES

PEEEC DEMONSTRATION SITE

MURRAY-CALLOWAY COUNTY SCHOOLS

MURRAY, KY

NORFOLK PRE/POST TEST SUMMARY

Name: CHILD G

Dates Tested: 1/28-2/13/81 / 5/81

Teacher: Jod. [illegible]

Date of Birth:

Location of Test: Special Ed. Bld. MSU Murray, Ky.

Tested by: J. Barber, aides, practicum students

Starred gains indicate skills trained, Double Starred gains indicate skills learned vicariously.

	Sample/Practice Timed			
	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Prerequisite skills Skip				
A. Reaching 36/min.	/	/	/	✓ / ✓
Grasping 36/min.	/	/	/	✓ / ✓
C. Tapping 60/min.	/	/	/	✓ / ✓
D. Turning Head 30/min.	/	/	/	✓ / ✓
E. Follows Objects 30/min	/	/	/	✓ / ✓
F. Responds to Sound 30/min.	/	/	/	✓ / ✓
G. Responds to Touch 30/min.	/	/	/	/ ✓
Receptive Language				
A. Responds to Voice 30/min.	/	/	/	✓ / ✓
B. Responds to Name 14-20-26/min.	/	/	/	✓ / ✓
C. One Concept Commands 21.33-28-37.5/min.	/	5 /	/	/ .25
D. Object Discrimination 16-20-30/min.	/	3 /	/ 15	/
E. Visual Discrimination 14-24-28/min.	/	6 /	/ 11	/

Norfolk Pre/Post Test Summary
Page Two

Sample/Practice Timed

	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Receptive Language (cont'd)				
F. Auditory Discrimination 15-20-28/min.	/	6/	/15	/
G. Matching Object to Picture 10.6-16-20/min	/	5/	/10	/
H. Point to 5 Body Parts 20-26-34/min.	/	7/	/	28/
I. Discriminates Funtion of Objects 15-16-24/min.	/	6/	/15	/
J. Identifies Plurals 7-10-18/min.	/	/	8/	/11
K. Discriminates Between Same & Different	✓/	0/	/8	/
L. Identifies Position & Positioning 9-16-25/min.	/	/6	/	/[illegible]
M. Polar Opposites 12-12-22/min.	/	1/	/9	/
Expressive Language				
A. Makes Sounds 120/min.	/	25/	/	/
B. Points 36/min.	/	/	20/	/
C. Imitation of Vowel & Consonant Sounds 22.6-36-50/min.	/	/	25/21	/
D. Imitation of Sound Chains 12.6-32-45/min.	/	/14	/	/20

Morfolk Pre/Post Test Summary
Page Three

Sample/Practice Timed	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Expressive Language (cont'd)				
E. Imitates Words 20-32-50/min.	/	/	19 /	/ 30
F. Refers to Self by Name 20/min.	/	3 /	/ 1[illegible]	/
G. Building Spontaneous Vocabulary 14-20-38/min.	/	/	/	22 / [illegible]1
H. Imitates Sentences 9.5-16-24/min.	/	5 / 7	/	/
I. Identifies Function of Object 13-20-25/min.	/	8 /	/ 15	/
J. Verbalizes Function of Body Parts 8-14-21/min.	/	7 /	/ 1[illegible]	/
K. Singing 14-100-121/min.	/	/	54 /	/
L. Tells a Story 30-64-91/min.	✓ / ✓	/	/	/
Motor				
A. Lift Head 24/min.	/	/	/	✓ /
B. Roll 24/min.	/	/	/	✓ /
C. Sit up 12/min.	/	/	/	✓ /
D. Picks up Object with Fingers 24-32-50/min.	/	3 /	/ 1[illegible]	/
E. Claps Hands 107-140-167/min.	✓ /	/	/ 1[illegible]6	/
F. Rolls Ball 21-32-38/min.	/	12 /	/	/

Sample/Practice Timed	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Motor (cont'd)				
Puts Ring on Peg 13-20-24/min.	1	71	1/6	1
Builds Tower of 3 Blocks 8-15/min.	1	1	1	10 1 10
Pegs in the Pegboard 12-16-24/min.	1	1	13 1 11	1
Walking 80-116-207/min.	1	1	110 1	1 136
K. Strings Beads 6-8-15/min.	1	1 12	1	1
Jumping 67-108-134/min.	1	11 1	1	1
Steps over Obstacles 18-24-40/min.	✓1	1	1	1 46
Throws Ball 12-20-37/min.	1	5 1	1 11	1
Puzzles 7-12-20/min.	1	1	8 1 4	1
Running 90-152-366.6/min.	1	1	100 1	1 196
Q. Imitates Marching Patterns 74-112-135/min.	1	1	1	112 1 112
R. Catches Ball 13-20-31/min.	✓1	0 1	1 11	1
S. Cuts with Scissors 20-40-66/min.	1	10 1	1 39	1
T. Stands on 1 Foot 3-6-20/min.	1	1	1	(awkward) 6 1 7
U. Uses Wheel Toys 67-80-122/min.	1	1	1	144 1 (bike not available
V. Hopping 39-92-143/min.	L	34 1 24	1	1

Sample/Practice Timed	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic				
A. Holds Object 24/min.	/	/	/	✓/✓
B. Moves Objects 36/min.	/	/	/	✓/✓
C. Marks on Paper 51-72-110/min.	/	/	/	✓/✓
D. Draws Vertical Lines 13-20-41/min.	/	/	11/14	/
E. Reproduces Circle 10-16-34/min.	/	1/	/12	/
F. Reproduces Cross 6-16-39/min.	✓/	0/2	/	/
G. Matches Colors 13-20-29/min.	/	9/	1/	/
H. Matches Shapes 13-16-22/min.	/	/	10/	/16
I. Reproduces Pattern in Left-Right Sequence 0-4-8/min.	0/	0/0	/	/
J. Reproduces Square 2-8-24/min.	0/	0/2	/	/
K. Finds Color 14-24-36/min.	/	/11	13/	/
L. Finds Shapes 7-16-35/min.	/	/	/13	22/
M. Reproduces Triangle 1-4-16/min.	/	1/	2/	/
N. Colors 73-100-141/min.	/	/	86/91	/
O. Matches Numbers 14-16-22/min.	/	/	12/	/22

	Sample/Practice Timed			
	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic (cont'd)				
P. Matches Letters 12-16-20/min.	/	/	9/15	/
Q. Finds Numbers 8-16-36/min.	/	/5	9/	/
R. Finds Letters 12-18-27/min.	/	3/4	/	/
Self-Help (Dressing, Feeding, Toileting)				
A. Swallowing 24/min.	/	/	/	✓/✓
B. Chewing 60/min.	/	/	/	✓/✓
C. Finger Food 36/min.	/	/	/	✓/✓
D. Removes Socks 10/min.	/	4/3	/	/
E. Unzips 12/min.	/	/	8/6	/
F. Removes Pants 6/min.	/	2/	/	/✓
G. Using a Spoon 53/min.	/	8/	/	/✓
H. Independent Travel in the Classroom	/	/	/	✓/✓
I. Using a Fork 52/min.	/	12/	/	/✓
J. Removes T-shirt 7/min.	/	4/	/5	/
K. Washing Hands	/	/	/	✓/✓
L. Pouring 10/min.	/	4/	/5	/
M. Unsnaps 27/min.	/	8/[illegible]	/18	/
N. Puts on Socks 9/min.	/	4/	/	/10
O. Puts on Pants 3/min.	/	/	2/	/✓
P. Puts on T-shirt 4/min.	/	/	2/3	/

	Sample/Practice Timed			
	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Self-Help (Dressing, Feeding, Toileting) cont'd				
Q. Snaps 18/min.	/	/	9/	/
R. Cleaning after an activity (sweeping, putting away things)	/	/	/	✓/✓
S. Unbuttons 9/min.	/	/	5/	/9
T. Buttons 4/min.	/	/	3/	/9
U. Zips 8/min.	/	/	/6	/
V. Combing & Brushing Hair 47/min.	/	/	39/	/5

NORFOLK PRE/POST TEST SUMMARY

Name: CHILD H

Dates Tested: 1/28-2/10/81

Teacher: Jody Barber

Date of Birth:

Location of Test: Special Ed. Bld. MSU Murray, Ky.

Tested by: [illegible] aide, practicum MSU students

Starred gains indicate skills trained, Double Starred gains indicate skills learned vicariously.

	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Prerequisite skills skip				
A. Reaching 36/min.	/	/	/	✓ / ✓
B. Grasping 36/min.	/	/	/	✓ / ✓
C. Tapping 60/min.	/	/	/	✓ / ✓
D. Turning Head 30/min.	/	/	/	✓ / ✓
E. Follows Objects 30/min	/	/	/	✓ / ✓
F. Responds to Sound 30/min.	/	/	/	✓ / ✓
G. Responds to Touch 30/min.	/	/	/	✓ / ✓
Receptive Language				
A. Responds to Voice 30/min.	/	/	/	✓ / ✓
B. Responds to Name 14-20-26/min.	/	/	/	✓ / ✓
C. One Concept Commands 21.33-28-37.5/min.	/	3 / 10	/	/
D. Object Discrimination 16-20-30/min.	/	4 / 4	/	/
E. Visual Discrimination 14-24-28/min.	/	1 / 3	/	/

Sample/Practice Timed	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Receptive Language (cont'd)				
F. Auditory Discrimination 15-20-28/min.	/	2/3	/	/
G. Matching Object to Picture 10.6-16-20/min	/	1/2	1/	/
H. Point to 5 Body Parts 20-26-34/min.	/	2/	1/3	/
I. Discriminates Funtion of Objects 15-16-24/min.	✓/	/	/9	/
J. Identifies Plurals 7-10-18/min.	/	2/3	/	/
K. Discriminates Between Same & Different	✓/	/	/	/
L. Identifies Position & Positioning 9-16-25/min.	✓/	/	/	/
M. Polar Opposites 12-12-22/min.	✓/	/	/	/
Expressive Language				
A. Makes Sounds 120/min.	/	/	/	✓/
B. Points 36/min.	/	/	/	✓/
C. Imitation of Vowel & Consonant Sounds 22.6-36-50/min.	/	14/15	/	/
D. Imitation of Sound Chains 12.6-32-45/min.	/	2/	/	/

Sample/Practice Timed

	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Expressive Language (cont'd)				
E. Imitates Words 20-32-50/min.	/	6/	/	/
F. Refers to Self by Name 20/min.	✓/	/	/	/
G. Building Spontaneous Vocabulary 14-20-38/min.	Same initial sounds ✓/	/	/	/
H. Imitates Sentences 9.5-16-24/min.	✓/	/	/	/
I. Identifies Function of Object 13-20-25/min.	✓/	/	/	/
J. Verbalizes Function of Body Parts 8-14-21/min.	✓/	/	/	/
K. Singing 14-100-121/min.	✓/	/	/	/
L. Tells a Story 30-64-91/min.	✓/	/	/	/
Motor				
A. Lift Head 24/min.	/	/	/	✓/
B. Roll 24/min.	/	/	/	✓/
C. Sit up 12/min.	/	/	/	✓/
D. Picks up Object with Fingers 24-32-50/min.	/	15/	/	/
E. Claps Hands 107-140-167/min.	/	/	72/	/
F. Rolls Ball 21-32-38/min.	/	6/	/	/

	Sample/Practice Timed			
	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Motor (cont'd)				
G. Puts Ring on Peg 13-20-24/min.	✓ /	/	/	/
H. Builds Tower of 3 Blocks 8-15/min.	/	/	6 /	/
I. Pegs in the Pegboard 12-16-24/min.	/	4 /	/	/
J. Walking 80-116-207/min.	/	/	100 /	/
K. Strings Beads 6-8-15/min.	1 /	0 /	/	/
L. Jumping 67-108-134/min.	/	22 /	/	/
M. Steps over Obstacles 18-24-40/min.	✓ /	/	/	/
N. Throws Ball 12-20-37/min.	✓ /	/	/	/
O. Puzzles 7-12-20/min.	✓ /	0 /	/	/
P. Running 90-152-366.6/min.	/	/	110 /	/
Q. Imitates Marching Patterns 74-112-135/min.	/	10 / awkward	/	/
R. Catches Ball 13-20-31/min.	✓ /	/	/	/
S. Cuts with Scissors 20-40-66/min.	✓ /	/	/	/
T. Stands on 1 Foot 3-6-20/min.	✓ /	/	/	/
U. Uses Wheel Toys 67-80-122/min.	✓ /	/	/	/
V. Hopping 39-92-143/min.	✓ /	/	/	/

	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic				
A. Holds Object 24/min.	/	/	/	✓/
B. Moves Objects 36/min.	/	/	/	✓/
C. Marks on Paper 51-72-110/min.	/	/	/	✓/
D. Draws Vertical Lines 13-20-41/min.	/	/	12/	/
E. Reproduces Circle 10-16-34/min.	/	5/	/	/
F. Reproduces Cross 6-16-39/min.	✓/	/	/	/
G. Matches Colors 13-20-29/min.	/	5/	/	/
H. Matches Shapes 13-16-22/min.	/	1/	/	/
I. Reproduces Pattern in Left-Right Sequence 0-4-8/min.	✓/	/	/	/
J. Reproduces Square 2-8-24/min.	✓/	/	/	/
K. Finds Color 14-24-36/min.	✓/	/	/	/
L. Finds Shapes 7-16-35/min.	✓/	/	/	/
M. Reproduces Triangle 1-4-16/min.	✓/	/	/	/
N. Colors 73-100-141/min.	✓/	/	/	/
O. Matches Numbers 14-16-22/min.	✓/	/	/	/

	Sample/Practice Timed			
	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic (cont'd)				
P. Matches Letters 12-16-20/min.	✓ /	/	/	/
Q. Finds Numbers 8-16-36/min.	✓ /	/	/	/
R. Finds Letters 12-18-27/min.	✓ /	/	/	/
Self-Help (Dressing, Feeding, Toileting)				
A. Swallowing 24/min.	/	/	/	✓ /
B. Chewing 60/min.	/	/	/	✓ /
C. Finger Food 36/min.	/	/	/	✓ /
D. Removes Socks 10/min.	/	/	/	✓ /
E. Unzips 12/min. does only on board	✓ /	/	/	/
F. Removes Pants 6/min.	/	/	/	✓ /
G. Using a Spoon 53/min.	/	/	/	✓ /
H. Independent Travel in the Classroom	/	/	/	✓ /
I. Using a Fork 52/min. ?	/	/	/	/
J. Removes T-shirt 7/min.	/	1 /	/	/
K. Washing Hands	✓ /	/	/	/
L. Pouring 10/min.	✓ /	/	/	/
M. Unsnaps 27/min.	/	3 /	/	/
N. Puts on Socks 9/min.	/	4 /	/	/
O. Puts on Pants 3/min. help needed	✓ /	/	/	/
P. Puts on T-shirt 4/min. 1 arm thru sleeve	✓ /	/	/	/

J, M

	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Self-Help (Dressing, Feeding, Toileting) cont'd				
Q. Snaps 18/min. w/aid	✓ /	/	/	/
R. Cleaning after an activity (sweeping, putting away things)	/	/	/	✓ /
S. Unbuttons 9/min.	✓ /	/	/	/
T. Buttons 4/min.	✓ /	/	/	/
U. Zips 8/min.	✓ /	/	/	/
V. Combing & Brushing Hair 47/min.	✓ /	/	/	/

NORFOLK PRE/POST TEST SUMMARY

Name: CHILD I

Dates Tested: /

Teacher:

Date of Birth:

Location of Test:

Tested by:

Starred gains indicate skills trained, Double Starred gains indicate skills learned vicariously.

	Sample/Practice Timed			
	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Prerequisite skills				
A. Reaching 36/min.	/	/	/	✓/✓
Grasping 36/min.	/	/	/	✓/✓
C. Tapping 60/min.	/	/	/	✓/✓
D. Turning Head 30/min.	/	/	/	✓/✓
E. Follows Objects 30/min	/	/	/	✓/✓
F. Responds to Sound 30/min.	/	/	/	✓/✓
G. Responds to Touch 30/min.	/	/	/	✓/✓
Receptive Language				
A. Responds to Voice 30/min.	/	/	/	✓/✓
B. Responds to Name 14-20-26/min.	/	/	/	✓/✓
C. One Concept Commands 21.33-28-37.5/min.	/	/	18 /	/ 28
D. Object Discrimination 16-20-30/min.	/	5 /	/ 18	/
E. Visual Discrimination 14-24-28/min.	/	8 /	/ 17	/

	Sample/Practice Timed Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Receptive Language (cont'd)				
F. Auditory Discrimination 15-20-28/min.	/	3/	/	/16
G. Matching Object to Picture 10.6-16-20/min	/	5/	/11	/
H. Point to 5 Body Parts 20-26-34/min.	/	/	16/21	/
I. Discriminates Funtion of Objects 15-16-24/min.	/	7/	/13	/
J. Identifies Plurals 7-10-18/min.	/	4/	/	/14
K. Discriminates Between Same & Different	/	4/15	/	/
L. Identifies Position & Positioning 9-16-25/min.	/	3/17	/	/
M. Polar Opposites 12-12-22/min.	/	/	8/	/14
Expressive Language				
A. Makes Sounds 120/min.	/	/	/	✓/✓
B. Points 36/min.	/	/	/	✓/✓
C. Imitation of Vowel & Consonant Sounds 22.6-36-50/min.	/	14/	/25	/
D. Imitation of Sound Chains 12.6-32-45/min.	/	14/	/17	/

Sample/Practice Timed

	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Expressive Language (cont'd)				
E. Imitates Words 20-32-50/min.	1	1	16129	1
F. Refers to Self by Name 20/min.	1	818	1	1
G. Building Spontaneous Vocabulary 14-20-38/min.	1	1	121	121
H. Imitates Sentences 9.5-16-24/min.	1	1	~~16~~18	161
I. Identifies Function of Object 13-20-25/min.	1	71	110	1
J. Verbalizes Function of Body Parts 8-14-21/min.	1	51	18	1
K. Singing 14-100-121/min.	1	1	~~12~~1	1121100
L. Tells a Story 30-64-91/min.	1	130	581	1
Motor				
A. Lift Head 24/min.	1	1	1	✓1✓
B. Roll 24/min.	1	1	1	✓11✓
C. Sit up 12/min.	1	1	1	✓1✓
D. Picks up Object with Fingers 24-32-50/min.	1	1	22120	1
E. Claps Hands 107-140-167/min.	1	401	1128	1
F. Rolls Ball 21-32-38/min.	1	101	141	1

Sample/Practice Timed

	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Motor (cont'd)				
G. Puts Ring on Peg 13-20-24/min.	1	51	117	1
H. Builds Tower of 3 Blocks 8-15/min.	1	1	~~10~~1	101 9
I. Pegs in the Pegboard 12-16-24/min.	1	1	~~1~~115	1814
J. Walking 80-116-207/min.	1	451	1	1120
K. Strings Beads 6-8-15/min.	✓1	1	14	1
L. Jumping 67-108-134/min.	1	1126	1	1
M. Steps over Obstacles 18-24-40/min.	1	1	161	124
N. Throws Ball 12-20-37/min.	1	1	18 112	1
O. Puzzles 7-12-20/min.	1	1	818	1
P. Running 90-152-366.6/min.	1	1	1181	1220
Q. Imitates Marching Patterns 74-112-135/min.	1	1	921110	1
R. Catches Ball 13-20-31/min.	1	51	112	1
S. Cuts with Scissors 20-40-66/min.	1	116	641	1
T. Stands on 1 Foot 3-6-20/min.	1	12	31	1
U. Uses Wheel Toys 67-80-122/min.	1	1	751 not avail.	1
V. Hopping 39-92-143/min.	L	014	1	1

Sample/Practice Timed

[illegible]	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic				
A. Holds Object 24/min.	/	/	/	✓/✓
B. Moves Objects 36/min.	/	/	/	✓/✓
C. Marks on Paper 51-72-110/min.	/	/	~~8~~/	84/92
D. Draws Vertical Lines 13-20-41/min.	/	6/	/	/46
E. Reproduces Circle 10-16-34/min.	/	/	12/10	/
F. Reproduces Cross 6-16-39/min.	/	/	~~20~~/	20/44
G. Matches Colors 13-20-29/min.	/	9/	/14	/
H. Matches Shapes 13-16-22/min.	/	6/	/	/16
I. Reproduces Pattern in Left-Right Sequence 0-4-8/min.	/	1/	2/	/
J. Reproduces Square 2-8-24/min.	✓/	/0	/	/
K. Finds Color 14-24-36/min.	/	7/	/15	/
L. Finds Shapes 7-16-35/min.	/	/	8/12	/
M. Reproduces Triangle 1-4-16/min.	/	/	~~6~~/	6/10
N. Colors 73-100-141/min.	/	47/	/68	/
O. Matches Numbers 14-16-22/min.	/	/	8/15	/

	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic (cont'd)				
P. Matches Letters 12-16-20/min.	1	61	1 10	1
Q. Finds Numbers 8-16-36/min.	1	1	191 15	1
R. Finds Letters 12-18-27/min.	1	1	101	1
Self-Help (Dressing, Feeding, Toileting)				
A. Swallowing 24/min.	1	1	1	✓1✓
B. Chewing 60/min.	1	1	1	✓1✓
C. Finger Food 36/min.	1	1	1	✓1✓
D. Removes Socks 10/min.	1	1	1	✓1✓
E. Unzips 12/min.	1	15	1	✓1
F. Removes Pants 6/min.	1	1	1	✓1✓
G. Using a Spoon 53/min.	1	1	1	✓1✓
H. Independent Travel in the Classroom	1	1	1	✓1✓
I. Using a Fork 52/min.	1	1	1	✓1✓
J. Removes T-shirt 7/min.	1	14	71	1
K. Washing Hands	1	01	1	✓1✓
L. Pouring 10/min.	1	[illegible]3	18	1
M. Unsnaps 27/min.	1	71	118	1
N. Puts on Socks 9/min.	1	111	1	✓1
O. Puts on Pants 3/min.	1	1	1	✓11✓
P. Puts on T-shirt 4/min.	1	1'	1	14

Sample/Practice Timed	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Self-Help (Dressing, eeding, Toileting) ont'd				
. Snaps 18/min.	1	213	1	1
R. Cleaning after an activity (sweeping, putting away things)	1	1	1	✓1✓
S. Unbuttons 9/min.	1	13	61	1
. Buttons 4/min.	1	1	312	1
. Zips 8/min.	1	10	41	1
V. Combing & Brushing Hair 47/min.	1	1	461	161

NORFOLK PRE/POST TEST SUMMARY

Name: CHILD J

Dates Tested: 1/28-2/5 post-5/20/81

Teacher: Jody Barber

Date of Birth: 11/30/74

Location of Test: Special Ed-Bld-MSU Murray, Ky.

Tested by: teachers, aides practicum students

Starred gains indicate skills trained, Double Starred gains indicate skills learned vicariously.

pre / post

Sample/Practice Timed

	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Prerequisite skills				
A. Reaching 36/min.	/	/	/	✓ / ✓
Grasping 36/min.	/	/	/	✓ / ✓
C. Tapping 60/min.	/	/	/	✓ / ✓
D. Turning Head 30/min.	/	/	/	✓ / ✓
E. Follows Objects 30/min	/	/	/	✓ / ✓
F. Responds to Sound 30/min.	/	/	/	✓ / ✓
G. Responds to Touch 30/min.	/	/	/	✓ / ✓
Receptive Language				
A. Responds to Voice 30/min.	/	/	/	✓ / ✓
B. Responds to Name 14-20-26/min.	/	/	18 / ✓	/
C. One Concept Commands 21.33-28-37.5/min.	/	21 /	/ 13	/
D. Object Discrimination 16-20-30/min.	/	7 /	/ 16	/
E. Visual Discrimination 14-24-28/min.	/	8 /	/ 11	/

Norfolk Pre/Post Test Summary
Page Two

	Sample/Practice Timed Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Receptive Language (cont'd)				
F. Auditory Discrimination 15-20-28/min.	/	7/	/11	/
G. Matching Object to Picture 10.6-16-20/min	/	/	8 /11	/
H. Point to 5 Body Parts 20-26-34/min.	/	5/	/14	/
I. Discriminates Funtion of Objects 15-16-24/min.	/	4/	/9	/
J. Identifies Plurals 7-10-18/min.	/	3/	/9	/
K. Discriminates Between Same & Different	✓/	/3	/	/
L. Identifies Position & Positioning 9-16-25/min.	✓/	/4	/	/
M. Polar Opposites 12-12-22/min.	✓/	/4	/	/
Expressive Language				
A. Makes Sounds 120/min.	/	/	/	✓/ ✓
B. Points 36/min.	/	/	~~3~~ /	✓/✓
C. Imitation of Vowel & Consonant Sounds 22.6-36-50/min.	/	/	22/	/47
D. Imitation of Sound Chains 12.6-32-45/min.	/	/13	17/ (level)	/

	Sample/Practice Timed			
	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Expressive Language (cont'd)				
E. Imitates Words 20-32-50/min.	/	/	16/28	/
F. Refers to Self by Name 20/min.	/	/	/11	28/
G. Building Spontaneous Vocabulary 14-20-38/min.	/	4/	/	/20
H. Imitates Sentences 9.5-16-24/min.	✓/	/8	/	/
I. Identifies Function of Object 13-20-25/min.	✓/	/	/13	/
J. Verbalizes Function of Body Parts 8-14-21/min.	✓/	/9	/	/
K. Singing 14-100-121/min.	✓/	/10	/	/
L. Tells a Story 30-64-91/min.	✓/✓	/	/	/
Motor				
A. Lift Head 24/min.	/	/	/	✓/✓
B. Roll 24/min.	/	/	/	✓/✓
C. Sit up 12/min.	/	/	/	✓/✓
D. Picks up Object with Fingers 24-32-50/min.	/	/	30/29	/
E. Claps Hands 107-140-167/min.	/	48/	/122	/
F. Rolls Ball 21-32-38/min.	/	/	27/	/

otor (cont'd)	Sample/Practice Timed Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Puts Ring on Peg 13-20-24/min.	/	/	13/15	/
Builds Tower of 3 Blocks 8-15/min.	/	/	5/	/13
Pegs in the Pegboard 12-16-24/min.	/	/	/	16/18
Walking 80-116-207/min.	/	/	108/	/116
K. Strings Beads 6-8-15/min.	/	/	4/6	/
L. Jumping 67-108-134/min.	/	12/38	/	/
Steps over Obstacles 18-24-40/min.	/	/	16/	/31
Throws Ball 12-20-37/min.	/	/	10/	/18
Puzzles 7-12-20/min.	/	/	[illegible]/	11/12
Running 90-152-366.6/min.	/	/	/	152/ ✓
Imitates Marching Patterns 74-112-135/min.	/	/	/	112/134
Catches Ball 13-20-31/min.	/	5/	/18	/
Cuts with Scissors 20-40-66/min.	/	/	35/	/75
Stands on 1 Foot 3-6-20/min.	/	/	/	/6
Uses Wheel Toys 67-80-122/min.	/	/	/	130/80
Hopping 39-92-143/min.	/	/	/28	/

	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic				
A. Holds Object 24/min.	1	1	1	✓ 1 ✓
B. Moves Objects 36/min.	1	1	1	✓ 1 ✓
C. Marks on Paper 51-72-110/min.	1	120	1	✓ 1
D. Draws Vertical Lines 13-20-41/min.	1	1	1	~~22~~ 120
E. Reproduces Circle 10-16-34/min.	1	1	1	18 120
F. Reproduces Cross 6-16-39/min.	1	51	1	120
G. Matches Colors 13-20-29/min.	1	1	18116	1
H. Matches Shapes 13-16-22/min.	1	1	#1	18126
I. Reproduces Pattern in Left-Right Sequence 0-4-8/min.	1	1	[illegible] 1	3 13
J. Reproduces Square 2-8-24/min.	1	1	41	111
K. Finds Color 14-24-36/min.	[illegible]	61	110	1
L. Finds Shapes 7-16-35/min.	1	31	19	1
M. Reproduces Triangle 1-4-16/min.	1	1	13	51
N. Colors 73-100-141/min.	1	1	751	1126
O. Matches Numbers 14-16-22/min.	1	1	121	114

	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic (cont'd)				
P. Matches Letters 12-16-20/min.	/	/	15/	/16
Q. Finds Numbers 8-16-36/min.	/	5/	1/1	/12
R. Finds Letters 12-18-27/min.	/	/12	/	/
Self-Help (Dressing, Feeding, Toileting)	Skip			
A. Swallowing 24/min.	/	/	/	/
B. Chewing 60/min.	/	/	/	/
C. Finger Food 36/min.	/	/	/	/
D. Removes Socks 10/min.	/	/	/	/
E. Unzips 12/min.	/	/	/	/
F. Removes Pants 6/min.	/	/	/	/
G. Using a Spoon 53/min.	/	/	/	/
H. Independent Travel in the Classroom	/	/	/	/
I. Using a Fork 52/min.	/	/	/	/
J. Removes T-shirt 7/min.	/	/	/	/
K. Washing Hands	/	/	/	/
L. Pouring 10/min.	/	/	/	/
M. Unsnaps 27/min.	/	/	/	/
N. Puts on Socks 9/min.	/	/	/	/
O. Puts on Pants 3/min.	/	/	/	/
P. Puts on T-shirt 4/min.	/	/	/	/

	Sample/Practice Timed			
	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Self-Help (Dressing, Feeding, Toileting) cont'd				
Q. Snaps 18/min.	/	/	/	/
R. Cleaning after an activity (sweeping, putting away things)	/	/	/	/
S. Unbuttons 9/min.	/	/	/	/
T. Buttons 4/min.	/	/	/	/
U. Zips 8/min.	/	/	/	/
V. Combing & Brushing Hair 47/min.	/	/	/	/

NORFOLK PRE/POST TEST SUMMARY

Name: CHILD K

Dates Tested: /

Teacher: Jody Barber

Date of Birth:

Location of Test:

Tested by:

Starred gains indicate skills trained, Double Starred gains indicate skills learned vicariously.

	Sample/Practice Timed			
	Inadequate Response to Protocol	Tess than 50% proficiency	50% proficiency or more	proficient
Prerequisite skills				
A. Reaching 36/min.	/	/	/	✓/
Grasping 36/min.	/	/	/	✓/
C. Tapping 60/min.	/	/	/	✓/
D. Turning Head 30/min.	/	/	/	✓/
E. Follows Objects 30/min	/	/	/	✓/
F. Responds to Sound 30/min.	/	/	/	✓/
G. Responds to Touch 20/min.	/	/	/	✓/
Receptive Language				
A. Responds to Voice 30/min.	/	/	/	✓/
B. Responds to Name 14-20-26/min.	/	/	/	✓/
C. One Concept Commands ☆ 21.33-28-37.5/min	/	9/	/	/
D. Object Discrimination 16-20-30/min.	/	5/	/	/
E. Visual Discrimination 14-24-28/min.	/	7/	/	/

Norfolk Pre/Post Test Summary
Page Two

	Sample/Practice Timed			
	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Receptive Language (cont'd)				
F. Auditory Discrimination 15-20-28/min.	/	8/	/	/
G. Matching Object to Picture 10.6-16-20/min	/	5/	/	/
H. Point to 5 Body Parts 20-26-34/min.	/	11/	/	/
I. Discriminates Funtion of Objects 15-16-24/min.	/	7/	/	/
J. Identifies Plurals 7-10-18/min.	/	7/	/	/
K. Discriminates Between Same & Different	/	/	7/	/
L. Identifies Position & Positioning 9-16-25/min.	/	4/	/	/
M. Polar Opposites 12-12-22/min.	/	/	6/	/
Expressive Language				
A. Makes Sounds 120/min.	/	/	/	✓/
B. Points 36/min.	/	/	/	✓/
C. Imitation of Vowel & Consonant Sounds 22.6-36-50/min.	/	/	20/	/
D. Imitation of Sound Chains 12.6-32-45/min.	/	☆ 11/	/	/

orfolk Pre/Post Test Summary
age Three

Sample/Practice Timed

	Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Expressive Language (cont'd)				
E. Imitates Words 20-32-50/min.	/	11/	/	/
. Refers to Self by Name 20/min.	/	9/	/	/
. Building Spontaneous Vocabulary 14-20-38/min.	/	/	13/	/
H. Imitates Sentences 9.5-16-24/min.	/	0/	/	/
. Identifies Function of Object 13-20-25/min.	/	6/	/	/
J. Verbalizes Function of Body Parts 8-14-21/min.	/	0/	/	/
K. Singing 14-100-121/min.	/	16/	/	/
L. Tells a Story 30-64-91/min.	/	15/	/	/
Motor				
A. Lift Head 24/min.	/	/	/	✓/
. Roll 24/min.	/	/	/	✓/
C. Sit up 12/min.	/	/	/	✓/
. Picks up Object with Fingers 24-32-50/min.	/	/	/	32/
E. Claps Hands 107-140-167/min.	/	/	/	142/
F. Rolls Ball 21-32-38/min.	/	* 15/	/	/

	Sample/Practice Timed Inadequate Response to Protocol	less than 50% proficiency	50% proficiency or more	proficient
Motor (cont'd)				
G. Puts Ring on Peg 13-20-24/min.	/	/	15 /	/
H. Builds Tower of 3 Blocks 8-15/min.	/	/	/	16 /
I. Pegs in the Pegboard 12-16-24/min.	/	/	11 /	/
J. Walking 80-116-207/min.	/	/	/	116 /
K. Strings Beads 6-8-15/min.	/	2 /	/	/
L. Jumping 67-108-134/min.	/	/	72 /	/
M. Steps over Obstacles 18-24-40/min.	/	/	32 /	/
N. Throws Ball 12-20-37/min.	/	/	14 /	/
O. Puzzles 7-12-20/min.	/	/	/	1[illegible] /
P. Running 90-152-366.6/min.	/	/	/	160 /
Q. Imitates Marching Patterns 74-112-135/min.	/	/	95 /	/
R. Catches Ball 13-20-31/min.	/	/	14 /	/
S. Cuts with Scissors 20-40-66/min.	/	2 /	/	/
T. Stands on 1 Foot 3-6-20/min.	/	0 /	/	/
U. Uses Wheel Toys 67-80-122/min. 7,	/	/	/	/
V. Hopping 39-92-143/min.	L	0 /	/	/

Norfolk Pre/Post Test Summary
Page Five

Sample/Practice Timed

	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient	
Pre-Academic					
A. Holds Object 24/min.	/	/	/	✓/	
B. Moves Objects 36/min.	/	/	/	✓/	
C. Marks on Paper 51-72-110/min.	/	/	30/	✓/	
D. Draws Vertical Lines 13-20-41/min.	/	/	15/	/	
E. Reproduces Circle 10-16-34/min.	/	0/	/	/	*
F. Reproduces Cross 6-16-39/min.	/	/	/	20/	
G. Matches Colors 13-20-29/min.	/	/	12/	/	
H. Matches Shapes 13-16-22/min.	/	/	/	17/	
I. Reproduces Pattern in Left-Right Sequence 0-4-8/min.	/	/	3/	/	
J. Reproduces Square 2-8-24/min.	/	1/	/	/	
K. Finds Color 14-24-36/min.	/	/	14/	/	
L. Finds Shapes 7-16-35/min.	/	/	/	26/	?
M. Reproduces Triangle 1-4-16/min.	/	0/	/	/	
N. Colors 73-100-141/min.	/	/	70/	/	
O. Matches Numbers 14-16-22/min.	/	/	13/	/	

Norfolk Pre/Post Test Summary
Page Six

Sample/Practice Timed	Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Pre-Academic (cont'd)				
P. Matches Letters 12-16-20/min.	/	/	12/	/
Q. Finds Numbers 8-16-36/min.	/	/	12/	/
R. Finds Letters 12-18-27/min.	/	/	13/	/
Self-Help (Dressing, Feeding, Toileting)				
A. Swallowing 24/min.	/	/	/	✓/
B. Chewing 60/min.	/	/	/	✓/
C. Finger Food 36/min.	/	/	/	✓/
D. Removes Socks 10/min.	/	/	/	12/
E. Unzips 12/min.	/	/	/	20/
F. Removes Pants 6/min.	/	/	/	✓/
G. Using a Spoon 53/min.	/	/	/	✓/
H. Independent Travel in the Classroom	/	/	/	✓/
I. Using a Fork 52/min.	/	/	/	✓/
J. Removes T-shirt 7/min.	/	3/	/	/
K. Washing Hands	/	/	/	✓/
L. Pouring 10/min.	/	/	/	✓/
M. Unsnaps 27/min.	/	/	5/	/
N. Puts on Socks 9/min.	/	/	/	30/
O. Puts on Pants 3/min.	/	4/	/	/
P. Puts on T-shirt 4/min.	/	'	3/	/

lf-Help (Dressing, eding, Toileting) ont'd	Sample/Practice Timed Inadequate Response to Protocol	Less than 50% proficiency	50% proficiency or more	proficient
Snaps 18/min.	/	0 /	/	/
Cleaning after an activity (sweeping, putting away things)	/	/	/	4/
Unbuttons 9/min.	/	1 /	/	/
Buttons 4/min.	/	0 /	/	/
Zips 8/min.	/	0 /	/	/
Combing & Brushing Hair 47/min.	/	/	26/	/

State Involvement/Coordination Indicators

Assistance was offered to BEEC in developing state plan and preschool standards for preschool special education. After correspondence, three follow-up calls and in-person contacts BEEC responded that assistance was not needed since they were not working on it themselves

Special training is provided to the state supported KIK severe sites because of PEEEC Outreach involvement.

Co-director - member of Kentucky State Advisory Committee for Handicapped Services in Head Start. Also, chairman of subcommittee on screening, assessment: diagnosis instruments. This subcommittee developed half of the manual: Instrument; Procedures for Screening, Diagnosis and Assessment. The manual will be distributed in August of 1981 to all Head Start programs in the state.

Other Specific Consultation Indicators

See summary of screening results.

Number of persons receiving information on sources of funding and writing proposals - 12.

Two school districts received funding for special grants as a partial result of assistance provided by PEEEC. The grants totaled - $10,500.00

SUMMARY OF SCREENING RESULTS

1980-1981

DATE	COUNTY	PASS	REFER/RESCREEN	EVALUATE	TOTAL
9-26-80	Caldwell County	38	21 / 12	1	72
11-14-80	Webster County	15	0 / 0	0	15
3-23,24,25-81	Livingston County	54	16 / 23	0	93
5-4,5,6-81	Ballard County*	87	9 / 21	13	130
	TOTALS	194	46 / 56	14	310

* This county implemented its first screening program this year. Thirteen people were trained in the screening process.

* 320 children screened in Ripley, Tennessee as a result of training by Outreach staff. A breakdown of results is not available.

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APPENDIX A

PEEEC OUTREACH

West Kentucky Educational Cooperative

REQUEST FOR PEEEC OUTREACH SERVICES

_____ Would like to be contacted for more information about Outreach Services.

_____ Would like to participate in a program needs assessment to determine needs for Outreach Assistance.

_____ Would like to receive PEEEC Newsletter.

_____ Would like to receive consultation/training from Outreach staff.

Name ____

Program ______________________________________

Address ______________________________________

____

Phone ____

Return to: PEEEC OUTREACH
Special Education Building
Murray State University
Murray, Kentucky 42071
(502) 762-6965

PEEEC OUTREACH

West Kentucky Educational Cooperative

OVERVIEW OF PEEEC OUTREACH SERVICES

As part of the First Chance Network of early childhood special education programs, PEEEC Outreach is funded by the Handicapped Children's Early Education Program, Office of Special Education (OSE), within the newly organized U.S. Department of Education. The West Kentucky Educational Cooperative (WKEC) established the PEEEC Outreach Project through this funding for the 1980-81 school year for the purposes of:

a) assisting in the further expansion of services within WKEC for preschool children (ages 3-8) with multi-handicaps and their families. These services were developed during the three year PEEEC Demonstration Project (1977-1980); and

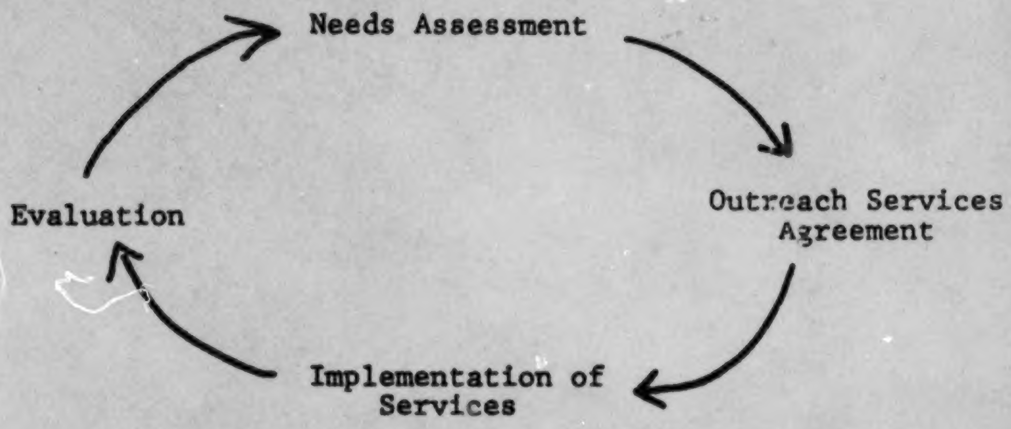
b) assisting other areas of Kentucky in developing similar services.

The program of services developed during the PEEEC Demonstration Project is now being continued by several WKEC school districts. Murray Independent Schools and Calloway County Schools are cooperatively providing a Developmental Learning Center for children in the Special Education Building, Murray State University, Murray, Kentucky. Caldwell County Schools are providing a Developmental Learning Center cooperatively with surrounding school districts in the Fredonia Elementary School, Fredonia, Kentucky. A cooperative Home-School Instuction Program is also being provided by Caldwell County Schools for children unable to attend the Developmental Learning Center. These programs will continue to be used as demonstration sites by the PEEEC Outreach Project.

PEEEC OUTREACH

West Kentucky Educational Cooperative

PEEEC OUTREACH PROCEDURES FOR WORKING WITH PRESCHOOL PROGRAMS



Needs Assessment - a structured interview conducted by PEEEC staff with preschool program staff to determine the needs for training/technical assistance which must be met in order to accomplish the stated objectives of the program and to determine the need for PEEEC Outreach Assistance.

The Needs Assessment examines the following components of the preschool program:

Administration;

Services to Children;

Services to Families; and

Staff Development.

Outreach Services Agreement - an agreement signed by the preschool program Director and the PEEEC Outreach Director describing the services to be delivered by PEEEC to the program. It includes the responsibilities of both agencies in completing the agreement.

Implementation of Services -
Demonstration/Dissemination, and
Training/Technical Assistance.

Evaluation - a method of determining the effectiveness of the Outreach Services provided by PEEEC. The appropriateness and usefulness of Outreach Services and the level of consumer satisfaction will be determined through evaluation. Additional needs for Outreach Services may be determined through this process.

PEEEC OUTREACH

West Kentucky Educational Cooperative

APPROACHES TO IMPLEMENTATION OF PEEEC OUTREACH ASSISTANCE

I. Demonstration/Dissemination Services

- A. Demonstration of PEEEC-developed services to children and parents now provided through the several LEA's in Western Kentucky through structured observations;
- B. Distribution of PEEEC materials describing services to children and families; and
- C. Distribution of PEEEC Outreach Newsletter, *First Words*.

II. Training/Technical Assistance

- A. On-site consultation and assistance;
- B. On-site visitation for observation, sharing, discussion, etc.;
- C. Small staff training workshops for skill development;
- D. In-house assistance, consisting of consultation by telephone and mail; filling information requests;
- E. Review/critique of specific program components or products; and
- F. Information searches.

PEEEC OUTREACH

West Kentucky Educational Cooperative

TRAINING/TECHNICAL ASSISTANCE

Sample Topics	Sample Activities/Resources
a) Identification/Location/Referral	-PEEEC Preschool Screening Manual -On-site consultation -Training workshop
b) Intake/Placement	-PEEEC Intake Services Manual -Form development -In-house assistance -Small staff training workshop
c) Organization of Classroom	-PEEEC Curriculum & Assessment Resources Manual -On-site consultation about material and curriculum selection -In-house assistance
d) Individual Educational Programming	-PEEEC Curriculum & Assessment Resources Manual -PEEEC Home-School Instruction Program Manual -On-site consultation with demonstration of teaching techniques -Training Workshop on IEP development and teaching techniques
e) Termination of Services	-In-house assistance
f) Parent Services	-PEEEC Parent Services Manual -On-site consultation/sharing/discussion -Training for Family Needs Assessment
g) Staff Development	-Training workshop -In-house assistance -Information searches -On-site consultation
h) Administration	-In-house assistance about record-keeping, procedures, budgeting -On-site visitation

e) **PEEEC Curriculum and Assessment Resources**

This booklet has been designed to describe the available assessments tools which Project staff have found to be useful. Each one is described and its strengths and weaknesses are summarized in terms of staff experience with the Project children. Where to go once the assessment is completed is also discussed in the booklet. The information presented would be of use to teachers and supervisors.

f) **PEEEC Parent Services**

This dissemination module will describe the services provided for parents through teachers in the Developmental Learning Centers and Home-School Instruction. The module will include a rationale for parent involvement and the philosophy of the PEEEC Program. A Family Needs Assessment instrument will be included which assists the teachers in establishing family objectives. This material can provide valuable information to anyone interested in working with and for parents in helping to provide comprehensive services for the preschool handicapped child.

g) **PEEEC Intake Services**

This is a brief manual describing the procedures involved in placing a child in the PEEEC Program once a referral has been received. The information would be of help to Special Education administrators and teachers involved in programs for young handicapped children entering school for the first time.

Intake procedures outlined include:

1) Contact with referral source;
2) Parent interview - developmental, social and medical history of child;
3) Referral for social, medical, educational or diagnostic services;
4) Information requests to previous or present child services providers;
5) Developmental assessment;
6) Completing information on the child; and
7) Scheduling and holding Admissions and Release Committee meetings to determine placement for the child and Individual Educational Plan development.

h) **PEEEC Professional and Parent Library Listing**

This will provide information on the availability of print materials from the Project. These materials are useful in training and as information resources for University students, parents and professionals. Listing includes selections in parent materials, curriculum guides, activity books, assessment instruments, as well as information on 1st Chance Projects like PEEEC from around the country.

PEEEC OUTREACH

West Kentucky Educational Cooperative

PEEEC PRODUCTS

The following materials have been developed by the PEEEC staff to assist school districts in developing, continuing and expanding services to handicapped children. They are designed for use as information resources or training manuals.

a) PEEEC Slide/Tape (15 min.)

This program describes the services provided to PEEEC children and parents. It is intended to provide school administration, special education personnel, parents and interested parties with an overview of how PEEEC serves multi-handicapped preschool children in the West Kentucky Educational Cooperative, covering a large geographic area.

b) Preschool Screening in the West Kentucky Educational Cooperative Slide/Tape (15 min.)

This program provides an overview of screening, utilizing the Comprehensive Identification Process (CIP).

c) PEEEC Preschool Screening Procedures Manual

The "Preschool Screening Procedures Manual" was developed by PEEEC as a supplemental guide to the Comprehensive Identification Process (CIP) Screening Administrator's Manual. The materials and information included were designed for specific use within the WKEC to assist local school district personnel in implementing preschool screenings. This manual and appropriate consultation from PEEEC will give the screening administrator everything needed to plan and implement a preschool registration, screening, inservice training and evaluation of screening results. Forms and reference listings are included.

d) PEEEC Home-School Instruction Program

This product was developed by the PEEEC Project to describe and explain all information necessary for developing a home program within the WKEC. It is a useful tool for administrators and supervisors interested in starting a Home-School Instruction Program (HSIP), or teachers working in the homebound role.

Information included in this product includes: rationale for HSIP, job description of the HSIP teacher, procedures of the HSIP, scheduling travel, planning the home visit activities, completing the IEP, lesson plans and home visit report, curriculum, parent training, supplemental materials and references.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance Needs Assessment

Preschool Program: ______________________

School System/Agency: ______________________

Address: ______________________

Phone Number: ______________________

Date Completed: ______________________

Person(s) Completing Needs Assessment: name: ______________________ position: ______________

______________________ ______________

Outreach Staff Conducting Interview: ______________________ ______________

FORWARD

This needs assessment instrument is adapted from the Handicpped Children's Early Education Program (HCEEP) Project Profile which was developed by the Technical Assistance Development System (TADS) and Western States Technical Assistance Resource (WESTAR)*. The HCEEP Project Profile is used with HCEEP Demonstration Projects throughout the United States to assess project needs which might be addressed through systematic technical assistance. It was used by TADS in assessing the technical assistance needs of PEEEC during the three years of demonstration project funding.

This adaptation is now being used by PEEEC-Outreach to assess the needs of preschool special education programs in Kentucky for technical assistance. It provides a structured method of determining specific programatic needs for PEEEC training/technical assistance after a program has requested Outreach Project assistance. Upon determination of needs, an agreement is reached with the preschool program regarding its training/technical assistance services to be provided by PEEEC Outreach.

Note. This instrument is only used to assess needs for program development which might be addressed through PEEEC Outreach Services. It is not designed as a program monitoring instrument, nor is it used by PEEEC in that fashion. However, programs may, on their own, 107 elect to use this instrument as a resource for internal program monitoring.

106 The needs assessment was developed for use in the PEEEC Outreach service area. It is designed to address the needs of many programs/agencies. Programs/agencies who might find

the needs assessment helpful are:

a. Public School Administrators/Teachers who are involved or would like to become involved. (i.e. KIK sites)
b. Head Start Coordinators/Teachers
c. Day Care Directors/Teachers
d, Associated Agencies who are involved with preschool handicapped.

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*TADS and WESTAR are organizations under contract to the U.S. Department of Education to provide Technical Assistance to HCEEP Projects across the country.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Technical Assistance Needs Assessment

Introduction

The purpose of this needs assessment is to: a) provide a systematic review of the current status of a preschool special education program; b) identify the areas in which further development is needed or desired during the school year; and c) define the areas in which technical assistance can help the program make the needed or desired progress. The major program component areas covered in the needs assessment are: Administration and Management; Services to Children, Services to Parents; and Staff Development. The particular circumstances of a program will dictate whether all or some of the components are examined in the course of the needs assessment. The instrument examines each major program component area to determine the extent to which the plans in each area are being implemented.

Step I - Determine whether the task is relevant/applicable to the program. If the task is not applicable, circle "0" on the rating scale and proceed to next item.

Step II - If the task is applicable, rate the current status of the program on that task using the following scale:

1. "1" - Must Be Considered and Planned (The task is applicable, but work has not begun.)
2. "2" - Task Partly Completed (Work to complete the task has been started).
3. "3" - Task Completed/In Operation (No additional work to complete the task is needed. Work related to the task may be ongoing.)

Step III - For every task where a desired change in status has been indicated, determine whether the program can make the desired progress using its own resources, or whether technical assistance will be necessary to achieve the desired progress. If technical assistance is needed, place a check (✓) in the space provided. A technical assistance need may also be indicated in relation to a task that has been rated "3" - Task Completed/In Operation. The purpose of the technical assistance would be to enhance the program's procedures in that task area.

ADMINISTRATION AND MANAGEMENT

ADMINISTRATION AND MANAGEMENT COMPONENT:

This section deals with the overall organization, administration and management of the Project.

	CURRENT PROGRAM STATUS				
	Not Applicable	Must Be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
PROGRAM PLANNING					
1. Program goals and objectives are being reviewed and/or revised to reflect any shifts in program planning and development.	0	1	2	3	____
2. Progress toward the achievement of each program goal and objective is being maintained according to timelines.	0	1	2	3	____
3. All aspects of the program's organizational structure are operational.	0	1	2	3	____
4. Regular program review procedures are being carried out as established.	0	1	2	3	____
5. Procedures for providing informed consent, due process and assurance of confidentiality are being carried out.	0	1	2	3	____
PERSONNEL					
6. Program staff have been hired.	0	1	2	3	____
7. Program staff are carrying out their respective responsibilities as described in their job descriptions.	0	1	2	3	____

ADMINISTRATION AND MANAGEMENT COMPONENT	CURRENT PROGRAM STATUS				
	Not Applicable	Must Be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
PHYSICAL ARRANGEMENTS					
8. Needed physical facilities have been secured and/or prepared.	0	1	2	3	____
9. Supplies and equipment have been purchased.	0	1	2	3	____
10. The trasnportation system is in operation.	0	1	2	3	____
FINANCIAL ADMINISTRATION					
11. Procedures for expending and monitoring program funds have been implemented.	0	1	2	3	____
12. Procedures to meet the cost analysis information needs of the program have been implemented.	0	1	2	3	____
EVALUATION PLANNING					
13. All instruments and procedures have been purchased and/or developed.	0	1	2	3	____
14. A system for collecting, storing and retrieving evaluation data is operational for each program component (Administration, Services to Children, Services to Parents, Staff Development).	0	1	2	3	____
15. Methods for processing and analyzing data are operational.	0	1	2	3	____
16. Mechanisms for preparing reports containing evaluation data for target audiences are operational.	0	1	2	3	____

DMINISTRATION AND MANAGEMENT COMPONENT

	Not Applicable	Must Be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
EVALUATION PLANNING, CONT.					
17. A system for regularly providing evaluation feedback to the staff is operational.	0	1	2	3	____
RECORDS AND REPORTS					
18. The records and filing system(s) are established and operational.	0	1	2	3	____
19. Reports are being prepared as required or needed.	0	1	2	3	____
COORDINATION WITH OTHER AGENCIES					
20. Information is being exchanged with other preschool programs and agencies.	0	1	2	3	____
21. The program is represented in community/state planning efforts for providing services to young handicapped children and their families.	0	1	2	3	____
22. The children being served in the program are included in the LEA/SEA child count.	0	1	2	3	____

COMMENTS:

____

____

SERVICES TO CHILDREN

SERVICES TO CHILDREN:

This section identifies tasks related to providing services to children. It includes locating, screening and admitting children. It also deals with curriculum and IEP development.

CURRENT PROGRAM STATUS

	Not Applicable	Must be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
1. The program has a written statement of the philosophical/theoretical approach to the program's services to young handicapped children.	0	1	2	3	____
2. The program has a written statement of goals and objectives for services to handicapped children.	0	1	2	3	____
3. The program has a written statement of the number and types of children to be served by age and handicapping condition.	0	1	2	3	____
4. Casefinding activities are ongoing or completed for this year.	0	1	2	3	____
5. Screening activities are ongoing or completed for this year.	0	1	2	3	____
6. The program has admitted and is currently serving the number and types of children specified in its plan.	0	1	2	3	____
7. Referrals for handicapped children who were not admitted to the program have been carried out.	0	1	2	3	____
8. Assessment procedures have been carried out for each child in the program.	0	1	2	3	____

SERVICES TO CHILDREN

	CURRENT PROGRAM STATUS				
	Not Applicable	Must be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
9. An IEP has been developed for each child admitted to the program.	0	1	2	3	___
10. Procedures for developing instructional plans for each child have been implemented.	0	1	2	3	___
11. Procedures for collecting data to be used for instructional decision-making have been implemented.	0	1	2	3	___
12. Procedures for documenting the progress of children using reliable instruments have been implemented.	0	1	2	3	___
13. An overall curriculum for the program has been developed or adopted and is being implemented.	0	1	2	3	___
14. Sufficient and appropriate curriculum materials have been acquired to carry out the instructional program.	0	1	2	3	___
15. An individual record file on each child served is being maintained.	0	1	2	3	
16. Records are being maintained on activities.	0	1	2	3	___
17. Procedures for securing services for children through other agencies have been implemented.	0	1	2	3	___
18. Procedures for assisting a child's transition into another program have been implemented.	0	1	2	3	___

	CURRENT PROGRAM STATUS				
SERVICES TO CHILDREN	Not Applicable	Must be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
COMMENTS:					

SERVICES TO PARENTS

SERVICES TO PARENTS

This section identifies tasks that relate to the program for serving parents and other family members and for involving parents in the child's program. Tasks in this section may also apply to other caregivers such as foster parents.

	Not Applicable	Must be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
1. The program has a written statement of the philosophy for parent and family involvement.	0	1	2	3	
2. The program has a written statement of goals and objectives for Services to Parents.	0	1	2	3	
3. The philosophy, goals and objectives for parent and family involvement have been communicated to staff and parents.	0	1	2	3	
4. Materials necessary for implementing the activities of the services to parents have been developed and/or acquired.	0	1	2	3	
5. Procedures for orienting parents and other family members to the program have been implemented.	0	1	2	3	
6. Procedures for determining the needs of parents have been implemented.	0	1	2	3	
7. Procedures for providing direct services to parents have been implemented.	0	1	2	3	
8. Procedures for providing types of parent involvement other than receiving direct services have been implemented.	0	1	2	3	

SERVICES TO PARENTS

	Not Applicable	Must Be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
9. Procedures for identifying needs and acquiring services to parents from other agencies have been implemented.	0	1	2	3	
10. Procedures for providing information and involvement for parents as required in P.L. 94-142 and funding guidelines have been implemented.	0	1	2	3	
11. Records on activities of services to parents are being maintained.	0	1	2	3	

COMMENTS:

STAFF DEVELOPMENT

	Not Applicable	Must be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
1. The program has a written statement of goals and objectives for staff development	0	1	2	3	
2. Current staff have been oriented to the program and to P.L. 94-142	0	1	2	3	
3. Staff development/training needs have been identified in the areas of:					
a) knowledge and implementation of P.L. 94-142.	0	1	2	3	
b) how to complete intake procedures.	0	1	2	3	
c) how to select and use screening procedures.	0	1	2	3	
d) appropriate assessments for different handicaps.	0	1	2	3	
e) how to assess.	0	1	2	3	
f) how to use assessment data to develop an IEP.	0	1	2	3	
g) how to write an IEP.	0	1	2	3	
h) how to task analyze skills/behaviors.	0	1	2	3	
i) how to use the IEP to develop lesson plans.	0	1	2	3	
j) specific teaching strategies.	0	1	2	3	
k) material/equipment selection.	0	1	2	3	
l) how to's of room arrangement.	0	1	2	3	
m) how to develop/complete a family needs assessment.	0	1	2	3	
n) techniques of Parent/Family involvement.	0	1	2	3	
4. Resources needed for implementing staff development/training program have been acquired.	0	1	2	3	

STAFF DEVELOPMENT

	Not Applicable	Must Be Considered and Planned	Task Partially Completed	Task Completed/ In Operation	Technical Assistance Needed
5. Staff development activities are ongoing and/or completed.	0	1	2	3	______
6. Records on the activities of the staff development area are being completed.	0	1	2	3	

COMMENTS:

____

____

____

____

I. Summary of program needs identified through the Technical Assistance Needs Assessment.

A. Administration and Management

B. Services to Children

C. Services to Parents

D. Staff Development

II. Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.

Travel Time ________

No. of Children Served ________

Project for Early Education of Exceptional Children (PEEEC)

Technical Assistance
Planning and Reporting

Contact Person ________________________________

Agency ________________________________

Address ________________________________

Date __________ Duration __________ Location __________

Outreach Objective ________________________________

Outreach Staff ________________________________

Activity Objectives:

Tasks	Responsibility	Date Due

Materials	Responsibility	Date Due

Agency Responsibility:

Comments:

To be completed after activity:

Activity Critique:

Plans for follow-up:

Spin off:

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION OR DOCUMENTATION

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program____________________________ Location____________________________

Contact Person______________________ Position____________________________

Address____________________________ Date of Consultation________________

____

Outreach Staff______________________ Position____________________________

Summary of Consultation:

Recommendations:

Materials Loaned:

Materials Given:

Follow-Up:

PEEEC OUTREACH

West Kentucky Educational Cooperative

EVALUATION OF TRAINING/TECHNICAL ASSISTANCE

PURPOSE: We would appreciate information from you and your staff concerning the recent consultation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/classes (that have been provided assistance) to determine our current effectiveness and improve future consultations. A summary of the data from all projects/classes that we work with will be included in our annual report to the U.S. Office of Education, who provides funding for our Outreach Services. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. Thank you very much for your time and thoughtfulness.

Agency: ____________________

Project/Class: ____________________

Dates: ____________________

Outreach Staff:

____

____

Identified Technical Assistance Need: ____________________

Objective of the assistance provided: ____________________

Summary of the consultation activity: ____________________

I. QUALITY OF THE CONSULTATION*: Please circle your response to the quality of the Training/Technical Assistance on each of the following items. We would also appreciate additional comments on other aspects of the work which were important to you.

A. The Consultant:	Excep-tional	Excellent	Good	Average	Below Average	Unsatis-factory
1. Expertise in the area you requested assistance.	1	2	3	4	5	6
2. Preparedness to work with you.	1	2	3	4	5	6
3. Attention to your specific identified technical assistance need or objective.	1	2	3	4	5	6
4. Ability to relate well to you and your staff.	1	2	3	4	5	6

5. Would you recommend the consultant who worked with you to other projects/classes with a similar need to yours?

No_____ Yes, with reservations_____ Yes_____

If No or Yes, with reservations, please explain:____________________

____

____

B. The Total Consultation Activity:	Excep-tional	Excellent	Good	Average	Below Average	Unsatis-factory
1. The organization of the consultation.	1	2	3	4	5	6
2. The relevance of the content to your project's/class' needs.	1	2	3	4	5	6
3. The thoroughness of the content in relation to your need.	1	2	3	4	5	6
4. The usefulness of the consultation to your project/class.	1	2	3	4	5	6
5. Your overall satisfaction with the consultation.	1	2	3	4	5	6

ADDITIONAL COMMENTS (about the quality of the consultant and/or the consultation):____________________

____

____

*Consultation = Training/Technical Assistance

II. DESCRIPTION OF THE CONSULTATION ACCOMPLISHMENTS: In the space below, briefly describe what you believe to be the important accomplishment(s) of the consultation.

A. What were the major accomplishments of the consultation?

1. ____

____

2. ____

____

3. ____

____

4. ____

____

B. Did the consultation meet the technical assistance needs listed on the front page of this form? No___ Yes___

C. Does your project/class still have a need for technical assistance in this area? No___ Yes___

III. REVIEW OF PEEEC PROCEDURES: Please answer the following questions in the space provided.

A. Was PEEEC's planning of the consultation adequate to allow you to to (a) determine the purpose and content of the consultation and (b) properly schedule the consultant's visit?

Please Check

(a)No___ Yes___

(b)No___ Yes___

If Yes, what aspects of the process were most useful?_____

____

____

If No, what additional assistance from PEEEC would have been helpful?______________________________

____

____

B. Were PEEEC procedures for arranging the consultation convenient for your and/or your staff? No___ Yes___

If No, what were inconvenient aspects?____________________

____

____

C. Was the consultation held at a time when its particular content or assistance was useful to your project/class? No___ Yes___

If Yes, how did the scheduling match your project's/class' need?____________________

____

____

If No, what would have been a convenient time? Why?____________________

____

____

D. Was "consultation" (for training/technical assistance) a good method for meeting your project's/class' need in this particular area? No___ Yes___

If Yes, what aspects of the "consultation" were particularly useful?____________________

____

____

If No, what other type(s) of assistance would have been more helpful to your project/class? Why?____________________

____

____

E. Was the follow-up to your training/technical assistance (i.e., report from consultant and/or contact from PEEEC) adequate? No___ Yes___

If Yes, what aspects of the follow-up were particularly useful?____________________

____

____

If No, what other types of follow-up would have been helpful?

____

____

____

ADDITIONAL COMMENTS (regarding the procedures used in providing the assistance):____________________

____

____

____

IV. EVALUATION FORM:

Does this form capture all of your major opinions regarding the consultation? No___ Yes___

If No, what additional information would you wish to provide (please list briefly): ____________________

____

____

COMMENTS (regarding this form): ____________________

____

____

____

Person completing form: ____________________
(Name)

____
(Staff Position)

Return to:
PEEEC Outreach
West Ky. Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

SPECIAL NEEDS NEWSBRIEF

Newsletter of T/TAS Western Kentucky University Bowling Green, Kentucky

BUREAU OF EDUCATION FOR THE HANDICAPPED FUNDS KENTUCKY OUTREACH PROJECTS

Kentucky is very fortunate to have two Bureau of Education for the Handicapped funded Outreach Projects. Both projects have completed a three-year cycle as BEH (now known as the Office of Special Education and Rehabilitation Services) demonstration projects and have received funding for one year of outreach services. Both projects are described in detail below.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

The West Kentucky Educational Cooperative (WKEC) is pleased to announce that the Project for Early Education of Exceptional Children (PEEEC) has been awarded a one-year grant to provide Outreach Services in Kentucky from July 1980 through June 1981. The PEEEC Outreach grant is one of only twenty-two similar grants awarded in the country. Since PEEEC officially ended as a Demonstration Project in June of 1980, the Outreach Project is a completely different job for the staff involved.

How Did Outreach Come To Be?

The U.S. Office of Education, Bureau of Education for the Handicapped (BEH),

(Continued on page 2)

BRESCIA COLLEGE HEARING IMPAIRED PROJECT OUTREACH

The four major components of the Brescia College Hearing Impaired Project Outreach proposal are:

1. Early identification of children with hearing impairments
2. Audiological management of infants
3. Family involvement for families with hearing impaired children
4. Assessment of behavioral skills of young hearing impiared children

Each component is an integral part of providing comprehensive services to preschool hearing impaired children and their families. The outreach effort to agencies and professionals will be individually designed to meet specific technical assistance and training needs and will include awareness activities, work-

(Continued on page 3)

Designed by Chapel Hill Training Outreach Project

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN (CONT'D)

awarded WKEC the three-year PEEEC demonstration grant beginning in July 1977. Based on successful completion of this grant in June 1980, WKEC then became eligible to apply to BEH for the PEEEC Outreach grant. Successful completion of the Demonstration grant involved developing and demonstrating the model of services for preschool children with multiple handicaps and their families, and finding a source of funds to continue these services after the three-year grant period.

PEEEC was successful in getting several WKEC school districts to provide continuation funding for the major part of the PEEEC services to children and their families beginning with the 1980-81 school year (see First Words, Vol. 2, No. 3). As a result, these school districts are now responsible for the former PEEEC Services, and PEEEC is now responsible for Outreach Services.

What Are Outreach Services?

Outreach grants are designed specifically to stimulate the development of high quality programs for preschool children with special educational needs. Outreach Services traditionally involve working with professionals who provide programs for preschool children, or who would like to develop a new program. These works include: demonstration of the program developed during the three-year Demonstration funding; dissemination of information and materials; and training and consultation. PEEEC Outreach will base the materials, training, and consultation on the following program components developed during the three-year Demonstration funding phase:

- Program Administration
- Services to Children
- Services to Parents
- Staff Development

PEEEC Outreach Services will be provided through two Project Components:

1. Demonstration/Dissemination
    a. materials development and distribution
    b. conference presentations
    c. visitors to the continued Demonstration sites
    d. agency contacts to share info
2. Training/Technical Assistance
    a. consultation and/or training for existing and new/developing programs
    b. coordination with teacher training programs to conduct a research conference in early childhood special education
    c. assistance to the Bureau of Education for Exceptional Children (BEEC) in implementing the state plan for preschool special education programs
    d. preschool screening consultation and training for WKEC school districts in support of child-find activities
    e. assistance in coordinating practicum students' training in the continued Demonstration activities

The priority targets for PEEEC Outreach Services will be the three KIK (Kentucky's Individualized Kindergarten) Projects funded this year by the Kentucky Department of Education for five-year-old children with severe handicaps. Staff will also work with the WKEC school districts who will be continuing the PEEEC services to children and families to ensure ongoing development of these services. Other WKEC school districts providing preschool screening or preschool programs for children with special needs as well as Head Start and Mental Health/Mental Retardation Centers will also be offered Outreach assistance.

Who Are The Outreach Staff?

- Melba Casey and Bob Kibler, Co-Directors
- Jerri Millican, Instructional Resource Coordinator
- Judy C. Adams, Parent Involvement Coordinator

Call or write to any Outreach staff member for more information on PEEEC Outreach or to request Outreach Services. All staff are looking forward to a successful year of Outreach in Kentucky.

BRESCIA COLLEGE HEARING IMPAIRED PROJECT OUTREACH (CONT'D)

shops, product development and state involvement.

A major replication effort seeks to assist agencies in developing high risk registers to identify infants at birth who may be at risk for hearing loss. Training in providing appropriate follow up and audiological management of infants at risk for hearing loss is also provided.

Teachers of preschool hearing impaired children will be trained to administer the LAP-D HI C (Learning Accomplishment Profile-Diagnostic adapted for Hearing Impaired Children). Major workshops will be held in Kentucky, the Southwest, and Southeast during the current project year.

A national conference is scheduled for early winter. The specific focus of the Family Involvement Conference is on counseling. Papers presented at this conference will be published under the title, Proceedings - Counseling the Family of the Young Hearing Impaired Child.

For more information on the Project and to be included on the mailing list for brochures and newsletters, please contact:

Hearing Impaired Project Outreach
Brescia College
718 Allen Street
Owensboro, Kentucky 42301

The Special Needs Newsbrief
is a publication of:

TRAINING AND TECHNICAL ASSISTANCE
SERVICES
Room 344, College of Education
Western Kentucky University
Bowling Green, Kentucky

Colleen Mendel, Project Director

Cynthia Barnes, Handicap
Specialist and Editor

Contributions and requests for
more information are welcomed.

YOU CAN MAKE THE DIFFERENCE

By Georgia Enright, Teacher, Warren Co.

You are the "Head Start Teacher." You can make the difference in the exceptional child's public school life, every time you encourage him to strive to meet his potential. The exceptional child may not be aware of the limitations implied by his handicap. His weaknesses may be inconvenient or annoying, but the child may be confident that these weaknesses do not have to prevent him from doing what he wants or being whatever he wishes to be. If the child considers his weaknesses as handicaps, it is because he has been told they were handicaps. As the youngster's first teacher, you are responsible for directing this child in a positive way.

Every time you expect the exceptional child to perform to his potential, as you would the normal child, you help him develop the work habits and independence needed for public school.

Whenever you insist that the exceptional youngster behave as well as the normal child, once again you help him to be better adjusted when he reaches his first public school class. In other words, empathize with and guide the youngster as you would the normal child. This will ensure the head start that the exceptional child will need upon entering his class within the public school.

Many times your reports reach the public schools before the child and impressions may be formed before the initial meeting. Therefore, the child must be viewed in a most positive light. So, when writing reports, IEP's, and observations which will precede the exceptional child to the public school, be accurate, objective and non-judgmental. Provide as much documentation as possible.

One of the leaders in the field of special education once said, "A difference is only a difference if it makes a difference." You are not only the Head Start teacher, you are the exceptional child's head start to the public school classroom. You can make a difference in each youngster's education by seeing them not as handicapped children, but as children.

KIK Model Sites

By Betty Bright, BEEC

The Bureau of Education for Exceptional Children/Kentucky Department of Education is operating a project targeted at providing model services to preschool handicapped children enrolled in the Public School Kindergartens throughout Kentucky. This project is known as Project KIK (Kentucky's Individualized Kindergartens), and is funded by the Bureau of Education for the Handicapped through Preschool Incentive Grant funds under the Education for All Handicapped Children Act. The Bureau of Education for Exceptional Children has planned and coordinated efforts with the Bureau of Instruction, Kentucky Department of Education, Department for Human Resources and Kentucky Head Start Personnel.

The intent of the initial KIK project was to provide training to regular education teachers in the systematic identification of kindergarten children who appeared to be "at risk" (children possibly in need of special education and/or related services). This identification was done using the nationally recognized Learning Accomplishment Profile - Diagnostic Edition (LAP-D) developed by Anne Sanford of Chapel Hill Training Outreach Project. The Chapel Hill Training Outreach Project, also a federally funded project, was able to commit extensive funds to training and technical assistance activities in Kentucky both in use of LAP-D and the implementation of the Chapel Hill curriculum materials. (See Chapel Hill Training article on Page 5 for more info.)

The goal for Project KIK III for 1980-81 is to stimulate early childhood education for handicapped children through the original KIK activities and the establishment of model classrooms for handicapped five-year-old children in public school kindergarten settings. Twelve such classrooms have been established to stimulate statewide awareness of the Full Educational Opportunities Goal and the generation of innovative practices using model sites and their products to demonstrate acceptable methods of referring, individualizing curriculum and working with parents of handicapped children. Additional components of the project include local, regional, and statewide training, consultation, and technical assistance related to preschool programs for exceptional children. The Chapel Hill Curriculum is used as the basic model for these classrooms. Projects funded as models include the following:

ALLEN COUNTY (Continuation) - KIK III A.I.D.E.S. or Assistance in Identification and Delivery of Educational Services

ASHLAND INDEPENDENT (New Severely Handicapped) - KIK Model Unit Severe and Profound Preschool (Home-School Cooperative)

ASHLAND INDEPENDENT (Continuation) - Replication of the Chapel Hill Model

BEREA INDEPENDENT (Continuation) - KIK P.L.U.S.S. or Prescriptive Learning Using Special Services

CALDWELL COUNTY (Continuation) - Model Resource Center for Kindergarten Students

HENRY COUNTY (New Severely Handicapped)- S.H.A.P.E. or Serving the Handicapped through Appropriate Preschool Education

JACKSON COUNTY (New Mildly Handicapped)- KIK - OFF (Opportunities for the Future) Project

NEWPORT INDEPENDENT (Continuation) - Project P.E.R.K. or Preschool Education Readiness for Kids

SIMPSON COUNTY (Continuation) - KIK III A.I.D.E.S. or Assistance in Identification and Delivery of Educational Services

SPENCER COUNTY (New Mildly Handicapped)- Project B.E.S.T. or Building Educational and Social Skills through Training

TRIGG COUNTY (Continuation) - Early Childhood Education Project for Exceptional Children

UNION COUNTY (New Severely Handicapped)- Project S.H.A.P.E. or A Project for

Serving the Severely Handicapped in an Appropriate Programmed Environment

In addition to intensive training and technical assistance to the model sites, Project KIK III provides training and technical assistance to kindergarten teachers, supervisors and other administrative personnel in 148 out of 181 local school districts in Kentucky.

For more information, contact:

Bureau of Education for Exceptional Children
Eighth Floor, Capitol Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-2067

CHAPEL HILL TRAINING

Again this year, the Chapel Hill Training Outreach Project has received federal funding from the Office of Special Education and Rehabilitation Services (formerly Bureau of Education for the Handicapped) to collaborate with the Kentucky Department of Education/Bureau of Education for Exceptional Children in the provision of materials and training to personnel serving young handicapped children. There have been five new sites sleected in Kentucky for replication of the Chapel Hill model. Two sites serve the mildly handicapped and three focus on the severely handicapped. Each site will receive four days of training. The training is open to personnel from Head Start, day care, and priviate kindergarten as well as public school staff.

The training topics to be addressed are:

1. Behavior Mangement
2. Curriculum
3. Methodology
4. Involvement of Families

The training will take place near the model sites. The model programs are:

1. Spencer County Board of Education, Taylorsville
2. Jackson County Board of Education, McKee
3. Ashland Board of Education, Ashland
4. Henry County Board of Education, New Castle
5. Union County Board of Education, Morganfield

You will be notified of specific dates for the training by the Chapel Hill Training Outreach Project. If you need further information, please contact either Betty Bright at (502) 564-2067 or Chapel Hill at (919) 967-8295.

SPEECH AIDES' TRAINING

Again this year, Dr. Stan Cooke, Director of the Communication Disorders Department at Western Kentucky University, is providing training for paraprofessional staff to function as Speech Aides. This will be the third year for the program, which was begun at Lake Cumberland Head Start. Individuals to be trained do not need to have any previous speech or special education training. However, they must be interested in working with children in the speech and language area.

The first session will teach aides to screen children for speech problems. Later sessions will include techniques for helping children with speech problems. Dr. Cooke will be available to provide individual guidance for aides. This guidance may take the form of on-site visits scheduled in the late fall or early spring.

For programs that do not have sufficient PA 26 funds to pay a speech therapist or pathologist and still provide diagnosis, special education and related services for other handicapping conditions, this is an excellent opportunity. Through this program, children can receive speech services in an extremely cost-effective manner.

The dates scheduled for the three training sessions are:

Wednesday, September 17 in Bowling Green
Wednesday, October 15 in a location to be announced
Wednesday, December 3 in a location to be announced

For more information, contact Cynthia Barnes at (502) 745-4041.

Funding Allocations

By Jim Shelton, Regional Handicap Specialist

PA 26 funding allocations have undergone some major revisions over the past year. First, the Program Year End (PYE) was changed from August 31 to coincide with each program's PYE. There was a transition period of funding until all programs could catch up with their PYE. As a result of this, programs can now do all of their budgeting, planning, and writing on the same cycle.

This year, instead of using the funding questionnaire to determine the amount of PA 26 funds needed by each program to adequately serve their handicapped children, a new formula is being used. This new formula involves several steps. First, the Regional Office determines a cost per child for each state. The base amount for each program is figured by multiplying the basic cost per child by ten percent of the program's funded enrollment (10% is the number of hanidcapped children each program is to serve).

This formula increased the funding level of some programs and decreased the level of others. In addition to the base per handicapped child, there will be a discretionary fund which has been set up and which will be allocated to programs who have historically provided quality services to children with handicapping conditions, or programs who have pressing needs.

When preparing the PA 26 budget, the Director, Local Handicap Coordinator and Bookkeeper should work together very closely. In order for the Local Handicap Coordinator to keep a close watch on the expenditures and amounts left to spend in 26, a report from the Bookkeeper on a regular basis (at least quarterly, but optimally, monthly) is an excellent idea.

Always keep in mind when dealing with 26 funds, that they are to be used for providing services to children professionally diagnosed as handicapped, and who are receiving special education or related services. The salary of the Local Handicap Coordinator may be taken from PA 26, but if there is a Health/Handicap Coordinator, the salary should be taken from 22 and 26 according to the proportion of time worked in each component. Other allowable items in PA 26 include, but are not limited to travel of the Local Handicap Coordinator; transportation of handicapped children to diagnostic appointments and therapy; screening, diagnosis, and assessment; therapy and treatment; equipment and materials (crutches, braces, hearing aids; glasses, special teaching aids, wheelchairs, etc.); and building renovations.

In preparing the handicap budget, the following suggestions are being made for your consideration:

1. Review the budget to identify any "luxuries" that you could afford when money was more plentiful.

2. Rank in some order your priorities for PA 26 (e.g., personnel, evaluations, therapy, etc.).

3. Spend wisely; make sure it is a legitimate and wise expenditure.

4. Contact outside service providers to see what other resources are available (i.e., services, funds, manpower, transportation, etc.).

5. Look at collaborative arrangements more closely; everyone is suffering from inflation and there are mutual benefits in working together.

6. Review your service delivery; is it possible to coordinate schedules more efficiently?

7. Review the IEP's to see what training is needed by teachers and parents so that more effort can be emphasized in the classroom and at home; in some cases, all children can benefit from some forms of therapy where it has been limited to one or two.

8. Contact your Child Development Program Specialist and make sure he/she knows your program and what you are doing.

9. Contact your Specially Funded Program for assistance in training, contract agreements, collaboration and assistance in developing your program plans.

Our trips to the shopping centers used to be a real hassle. In fact, we tried to go separately, one of us staying home with Susan and the other doing all the chores. However, this seemed to be preventing the family from doing the few things together that we had time to do. So, out to shop we all went. Of course, Susan was surrounded on all sides - one person on each hand and our own ten-year-old ready to dart after her if she escaped.

And escape she did, running in and out of the racks of a clothing store, playing "Keep Away." When we finally caught her (by cornering her on three sides), we quietly apologized and left the store with Susan laughing at the game she had discovered. We did not leave, however, without putting her in time-out right there in front of all the people walking up and down the mall. The next trip was much easier. In fact, one of us walked with her and the others of us headed out on some errands that needed to be done. You wouldn't believe what we can do now. We walk along, each of us responsible for ourselves and she comes right along with us. No one is more proud of her than we are, unless it is Susan herself.

I can remember the times when I wanted to say, "This is not my real child," or refuse to spend another minute with the child on the weekend - the only time I have to spend on myself - but those times are so far removed from the child who is with us today. In fact, as we went shopping the other day and Susan asked to go to the bathroom, I asked the clerk if there were a bathroom in the store that my daughter could use. Imagine that! My duaghter. I was finally able to accept being recognized as the person responsible for the child. Yes, she is an integral part of our family, and rather than saying, "Look out for what this kid might do," we were saying, "Look what our kid can do!"

Now comes the real question. What will happen next? Are we ready to make a long-term committment? Is our home the best placement for Susan? Can we give her all she needs? Do we want to spend the time to give her all she needs and what are the alternatives? Institutions. People can be paid to give the time to her, but can they be paid to give her the love she so desperately needs and that we have seen work so well with her? In the end the decision will not be up to us; it will be decided by others and how will we deal with that? More importantly, how will Susan deal with it?

CALENDAR OF UPCOMING EVENTS

SEPTEMBER

17	First Session, Speech Aides' Training, Bowling Green
23-25	Orientation for New Head Start Staff, Chapel Hill, NC

OCTOBER

3-4	Bluegrass Happening, Richmond
9-11	The Kentucky Association for Children Under Six, Louisville
10-11	Conference for Parents of Blind Children, Kentucky School for the Blind, Louisville
15	Second Session, Speech Aides' Training (location to be announced)
17	SAC Meeting, Executive West, Louisville
17-18	BEEC Annual Conference, Executive West, Louisville
29-31	Kentucky Head Start Association, Executive Inn, Owensboro

DECEMBER

3	Third Session, Speech Aides' Training (location to be announced)

SPECIAL NEEDS NEWSBRIEF

Newsletter of T/TAS Western Kentucky University Bowling Green, Kentucky

International Year of Disabled Persons

The United Nations has adopted an official symbol for the International Year of Disabled Persons (IYDP) to be used throughout the world. The symbol is based on an original design submitted by the French National Commission for IYDP. It represents two people joining hands in partnership and equality and gives visual expression to the idea of the theme for the year chosen by the UN. Flanking the two figures are the laurel leaves of the United Nations.

In proclaiming 1981 as the International Year of Disabled Persons, the United Nations continues its tradition of designating a year in which to focus worldwide attention on the needs and potential contribution of selected groups of people. The UN has urged every country to develop suitable goals and programs for the observance.

The U. S. Council was formed in 1979 to promote full participation of the 35 million Americans with disabilities. Development of the Council has been a cooperative undertaking involving the public and private sectors. President Carter, in a meeting with Council leaders, pledged his support and that of his Administration for Council efforts. Sixty-five national organizations working with and for America's disabled citizens have joined the Council to stimulate activities at the grass roots level.

Persons wanting more information on the logo are invited to address inquiries to the U.S. Council at 1156 Fifteenth Street, N.W., No. 302, Washington, D.C. 20005.

* Designed by Chapel Hill Training Outreach Project

"PEEEC" AT THIS...

The Project for Early Education of Exceptional Children (PEEEC) in cooperation with members of the West Kentucky Diagnostic Center, a group of 25 rural school districts, have conducted preschool screenings for 1,243 children between the ages of 2½ and 5½ from 1977 to 1980. The Comprehensive Identification Process (CIP) was used to check cognitive-verbal, gross motor, fine motor, speech and expressive language skills. Vision and hearing were screened. Other medical or developmental problems are identified through a structured parent interview. The screening identifies children in need of further assessment.

PEEEC developed a Preschool Screening Procedures Manual as a supplemental guide to the CIP Screening Administrator's Manual. The materials and information included were taken from the CIP manual or designed by the PEEEC staff for specific use with rural school systems in planning and implementing preschool screenings using the CIP instrument.

Local norms have been established by Reid Zehrbach, CIP author, in conjunction with PEEEC staff for the West Kentucky Educational Co-Op school systems.

PEEEC has been funded for the 1980-1981 year as an Outreach grant. The Outreach staff can provide consultation and technical assistance on how to plan and implement preschool registration and screening, inservice training of personnel and evaluation of children.

For further information, please contact:

Jerri Millican
Instructional Resource Coordinator
PEEEC Outreach
Special Education Building
Murray State University
Murray, Kentucky 42071
(502) 762-6965

"PEP" TALK...

Parents from throughout the state of Kentucky will have a new information source available this fall which will help them deal with common issues associated with child rearing.

Through a series of 90 one-minute public service radio spots produced by the Parent Education Project (PEP) in the University of Louisville's School of Education, various subjects related to parenting will be presented in an accurate, easy - to - understand format. The radio spots - developed by educators, doctors and parents with exceptional children - will be broadcast beginning in September over WUOL (90.5) FM, the "voice" of the University of Louisville, and over other radio stations across the state.

A WATS line number (1-800-722-5098) and a code-a-phone attachment will be in service at that time so that calls can be received from adults with questions related to parenting. Project personnel will direct the questions to resource areas that are equipped to provide the answers and resources. Since these spots are public-service oriented, specific airing times have not been scheduled. But parents who listen to the mini-programs are invited to respond to them by writing to the Parent Education Project at the University or by calling the WATS number provided by this service.

The project has been made possible to U of L through a $9,920 grant from the Kentucky Council on Higher Education.

For further information, contact:

Mrs. Pearl B. Mann
Parent Education Project
University of Louisville
Louisville, Kentucky 40292
(502) 588-6426

Report from St. Rose Center...

(The following article is reprinted with the permission of the Springfield Sun.)

The St. Rose Head Start center of the Central Kentucky Head Start program enjoyed a unit on handicaps recently. Each day, a special visitor came in and explained how they got around and adjusted to their individual handicaps. The visitors also explained what caused their handicaps.

Billy Young talked to the children about the truck wreck that left him unable to work unaided. He allowed each child to examine his wheelchair and take a short ride. Later they were provided a small wheelchair in order to experience it first hand.

Charlie Switzer explained to the children how he had lost his hand in a gun accident. He warned the children about the dangers of guns.

Mrs. Merrell Blackerby told them how she was hit by a car when she was just about their age, and had to have her arm amputated. She demonstrated how she could peel a potato and tie her shoes with only her left hand.

Ricky Davila visited from the Blind School in Louisville and explained how he completed his school work and participated in athletic activities that went on at his school.

The children were very impressed with all these visitors and asked numerous questions. We would like to extend our thanks to the visitors for showing Head Start children that it is possible to function normally in spite of a handicap.

The teachers for the St. Rose center are Kay Boswell and Louise Young, and the teacher's aides are Alma Burton and Marcia Keene. We would also like to applaud their efforts.

For more information, contact Jim Mudd, Specially Funded Handicap Coordinator, or Bob Gardner, local Handicap Coordinator, for the Central Kentucky Head Start program. Their phone number is (602) 549-3175.

CLUSTER CORNER

AUDUBON AREA HEAD START HIRES A NEW SPECIALLY FUNDED HANDICAP COORDINATOR

The Audubon Area Head Start program has hired a new Specially Funded Handicap Coordinator to replace Rick Payne, who served as the Specially Funded Coordinator for the past two years and left in September to pursue his education.

The new Specially Funded Coordinator is Jenny Drum. Jenny has a Bachelor of Science in Special Education with concentration in emotional disturbances, learning disabilities, and mental retardation. She has been working for the last ten years in special education or early childhood programs. Her most recent position was that of Director of La Petite Academy, a 140-child day care center in Murfreesboro, Tennessee.

Jenny is married to Mark Drum, the Director of the Brescia Hearing Impaired Outreach Project (collaborating already) and they have two children - Chip, age 9 and Callie, age 5.

Jenny began work on December 1st. She has already begun work by conducting a needs assessment and setting up training sessions.

Congratulations, Jenny!

(As you meet Jenny in her travels across [illegible], please extend a [illegible] welcome!)

Down's Syndrome

The Jefferson County Public Schools have received funding from the Office of Special Education to establish a demonstration project. The project serves 32 Down's Syndrome children, ages birth to five.

The children are grouped according to age. There is an Infant Preschool class serving children aged birth to 18 months. The children attend a school for two hours a day. In addition, parents bring their children for one hour each of on-going assessment and for training in techniques to enhance the child's skill development.

An Early Preschool class serves children who are 19 to 36 months of age. This class operates utilizing a half-day school-based group program.

Two Intermediate Preschool classes serve children from ages 3 to 5. These classes operate the full school day, for five days a week. Assignment to these classes is based on both chronological age and developmental age.

Individualized programs are employed following normal developmental sequences in motor, communication, social cognitive and self-help skills. The Infant and Early Preschools utilize the curriculum based on the Seattle model. The Intermediate Preschool curriculum continues the Seattle model, but also provides specific preparation for the skills identified in the local school district's regular kindergarten curriculum.

Measures of each child's progress are obtained weekly using the Brigance Inventory of Early Development, Learning Accomplishment Profile, and Infant LAP; quarterly using the Denver Developmental Screening Test and the Developmental Sequence Performance Inventory. The Vineland Social Maturity Scale is administered upon entry. Either the Catell or Bayley is used when the child reaches his/her third birthday.

The project also has a strong Parent Involvement program. Components of the Parent Involvement program include:

1. PARENT TO PARENT - for the provision of peer support, sharing, and encouragement to participate in the program.

2. PARENT EDUCATION - meetings to provide general information concerning Down's Syndrome and community resources.

3. PARENT TRAINING - provides specific assistance regarding the assessment and teaching of their own children.

4. ADVISORY COMMITTEE - provides opportunities for input regarding the model and to be active advocates for early education for the handicapped.

Parental participation is required in child assessment, Individualized Education Plan development, attendance, carrying out the instructional program, and data collection.

For more information concerning the Early Education Program for Down's Syndrome Infants and Children, contact Joyce Paul at (502) 456-3264.

Important Dates

JANUARY 14	Central and Northeast Kentucky Cluster meetings, Lexington
JANUARY 15-16	Mainstreaming Conference for Central and Northeast Clusters
JANUARY 28-30	Kentucky Head Start Association, Holiday Inn North, Lexington
FEBRUARY 25-27	Grants/Fiscal Management Workshop, Bowling Green
MARCH 12-13	Fifth Annual Spring Handicap Workshop, Louisville
MARCH 26	State Advisory Council, Louisville
MARCH 27-28	Council for Exceptional Children, Louisville
MARCH 2-3	Brescia Outreach Project training session on Family Involvement, Owens-

FIRST WORDS

THE KENTUCKY
FIRST CHANCE
NETWORK
NEWSLETTER

FOR ADVOCATES
OF YOUNG
HANDICAPPED
CHILDREN

Vol. 3 — No. 3

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN
— West Kentucky Educational Cooperative —

March/April 1981

SPRING RETREAT

PEEEC-Outreach is hosting a "Spring Retreat" at Kenlake State Park on May 1-3 for 50 university students and faculty in Early Intervention Personnel Preparation Programs. This conference is being sponsored by Dr. Warren Umansky of the University of Georgia at Athens and Dr. David Franks, formerly of the University of Wisconsin-Whitewater.

Emphasis will be placed on research and innovative practices being conducted by university faculty and students in the field of early childhood special education. The Kenlake setting will promote a relaxed and informal gathering for colleagues in the field. Participants will come from Wisconsin, Tennessee, South Carolina, Illinois, Alabama, Georgia, and Kentucky.

PEEEC-Outreach staff will chair the opening panel session which will provide an overview of preschool and early childhood special education services in Kentucky.

The conference will provide a great opportunity for recruiting personnel to work in Kentucky. School districts, Head Start centers, and Comprehensive Care Centers wishing to have job opening announcements for students graduating from early childhood special education programs posted at the conference should send announcements to the PEEEC office.

POLICY PAPER SOON TO BE RELEASED

Policy Options Related To The Provision of Appropriate Early Intervention Services for Very Young Exceptional Children and Their Families

by

Barbara J. Smith
CEC Governmental Relations Office

October 1980

may be ordered by calling the ERIC Clearinghouse on Handicapped and Gifted Children (800/336-3728, ext. 207) and requesting the ERIC Document Number (ED No.). A check or money order covering total cost must accompany order and be sent with ED No. to ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (703/841-2121).

The interim **EC No.**, which can be used when requesting the **ED No.**, is EC 131706. The document will be available from ERIC in June 1981.

CALLOWAY COUNTY HANDICAPPED KINDERGARTEN

Hello again. Quite a few things have been happening since our last newsletter. With the weather warming up, spring fever, and Easter time ahead of us, excitement has filled the classroom.

A donation was made recently making a bicycle available to our classroom. Danny does swell and has helped start the others with their balance.

We also have a new classmate, Beth. She is six years old and has beautiful long, blond hair.

Working with the calendar lately has inproved Jennifer's and Anthony's concept of time using the days of the week. Susan is now able to count to 10. Sly draws his lines well and holds a crayon appropriately.

Amy has been out sick for a number of days now. We all miss her very much and hope to see her return soon.

A new idea has begun since we met last time. Each month we work our schedule around a theme. February was food and March was animals. All the children seem to enjoy the themes very much. April begins our Spring-Easter-Flower theme. We're excited about that (and that's not April fooling!)

Valentine's Day brought excitement to all with an exceptionally good party and exchange of Valentines. We also learned of shamrocks and St. Patrick's green for March 17th. We hope our last two months of school will be as progressive and enjoyable as this school year has been so far.

Hope everyone enjoys the Easter season and warm weather that is ahead. Jennifer, Danny, Anthony, Sly, Amy, Susan, and Beth say hello and so long for now.

Jody Barber, Teacher
Dinah Westerman, Aide

FREDONIA PRESCHOOL MULTIHANDICAP PROGRAM

On Friday, March 20, the Fredonia School became a home for favorite literature characters. Things were really "hopping" in the Preschool Class as it was full of little Peter Rabbits. Mama Rabbit and Farmer McGregor had their hands full keeping these traditionally frisky little rabbits out of mischief. We are all happy that spring has come to Fredonia. John and Brent have enjoyed getting outside more since the warmer weather has arrived. We are looking forward to water play as the days get warmer.

The Fredonia School PTO has donated money to buy a fence for a portion of the playground. We feel very fortunate to have such good friends as the PTO members.

Bryan and Joey have learned many new skills. For example, lacing shoes, counting up to 20 objects and recognizing numerals. Bobbie Anne is attending preschool class in the morning, and kindergarten in the afternoon. She is doing excellent work. Both she and her teacher are proud of her progress.

Mike has made good progress in speech and gross motor skills. He has learned some new numerals also. Billy is doing superb in his behavior programs. He currently works for 10 minutes without teacher reinforcement and only asks for help when he needs it.

As you can tell, we are all working hard and excited about spring. We are planning a field trip to the Land Between The Lakes sometime in April or early May.

PROPOSAL SUBMITTED FOR NEW OUTREACH PROJECT

We didn't know if we could, and we said we wouldn't, but we did. On March 2, 1981, the West Kentucky Educational Cooperative submitted a proposal for funding of a new PEEEC-Outreach Project for the 1981-1982 school year beginning July, 1981. Notification of approval or disapproval for the proposal probably won't come until around the end of May. The chances for funding of the Project were 50-50 at the time of submission, but with the proposed budget cuts, chances may be less.

Essentially the same Demonstration/Dissemination and Training/Technical Assistance services will be offered to school districts and other agencies providing services to young handicapped children in the proposed project. Services are, however, projected to expand with the addition of another staff member to assist Jerri Millican in the area of instructional resources.

BEANBAG AND OLD INNER TUBE PLAY

Make big bags, six to eight inches square when finished, out of sturdy cloth. Fit them loosely with beans; sew them closed. Make sure they are flexible enough for the child to grasp and hold.

Beanbag games:

Have the child walk with a beanbag on his/her head.
Have the child walk fast, slow, to music, and up and down stairs.
Have the child toss the beanbags into the inner tube, large cartons, wastebaskets, and small cartons.

Inner Tube Games:

Roll like a hoop.
Play tug of war with another child.
Lie flat on it and pretend he is floating in the water.
Hold the inner tube in the air and have the child throw beanbags through it.

*From **Play Activities for the Retarded Child**. Carlson Ginglend

STORY TIME

Materials: A large piece of drawing paper, a dark marker or crayon, green leaves, a tree branch, a small pile of dirt, a watering can with a bit of water, and a tin can.

Activity 1: As you tell the following story, make the homemade tree. Tell the story slowly.

Once upon a time, there was a can, a very empty can. He thought, "Gee, I'd love to be useful." So he found some dirt and filled himself up. Then he found a branch and put it in the dirt. He got some water and watered the branch. And guess what, some green leaves grew on the tree.

After telling the story, say "Now you try it." Encourage the child to make the tree and tell the story at the same time.

tivity 2: Tell the story, drawing as you talk. At the end of the story, say "Now you tell the story."

rom **Getting Ready to Read**, Susan Mandel Glazer

In this issue of **First Words:**

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First Words is a quarterly newsletter published under the auspices of the West Kentucky Educational Cooperative and is produced and distributed with support from Grant #G008001939 from the U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent the Department of Education or the West Kentucky Educational Cooperative position or policy. The enclosed selections are presented for information purposes only; no endorsement or claim of accuracy is made.

West Kentucky
Educational Cooperative
Murray State University
Murray, Kentucky 42071

(502) 762-6965

FIRST WORDS

THE KENTUCKY
FIRST CHANCE
NETWORK
NEWSLETTER

FOR ADVOCATES
OF YOUNG
HANDICAPPED
CHILDREN

Vol. 3 — No. 2

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN
— West Kentucky Educational Cooperative —

January, 1981

Local Outreach Activities

During the past three months, Outreach staff have seen new places in Kentucky and revisited familiar places.

In the West Kentucky Educational Cooperative service region, staff have visited classes/programs in Paducah, Hopkins County, Caldwell County, Calloway County, Marshall County, Christian County, Union County, Todd County, and Trigg County. An attempt has been made to visit each class monthly if needs for technical assistance have been identified. Each program completes a needs assessment in addition to Outreach staff consultation with the teacher. Once needs have been identified, a technical assistance agreement is developed describing services the Outreach staff will provide.

Since each program is different, needs are different. Some of the needs identified have been: appropriate materials, room arrangement, how to assess, task analysis, IEP development, due process, family services, and programming. Through individual consultation or small group training, an attempt has been made to meet these needs. If the needs could not be met by PEEEC Outreach, a referral was made to the other resources.

PEEEC Outreach Works With KIK

KIK is the acronym for Kentucky's Individualized Kindergartens. The KIK programs utilize the LAP-D assessment and the Chapel Hill Curriculum to provide an individualized program for handicapped and non-handicapped kindergarten students. There are seven KIK sites serving mild to moderate handicapped children. There are three KIK sites which serve severely handicapped children. PEEEC Outreach is working with these sites to assist in appropriate programming for the severely involved child.

A visit has been made to each severe site, Union County, Ashland Independent, and Henry County schools. Two days were spent with the KIK program in Henry County providing technical assistance to the teacher. A January visit has been scheduled for the Ashland site.

The Outreach staff also spent November 13 and 14 with the KIK programs in a problem-solving workshop conducted by the Bureau of Education for Exceptional Children, Kentucky Department of Education. Outreach staff will again meet with Bureau staff and selected KIK sites on January 29-30, 1981 to address concerns regarding curriculum utilized in KIK sites.

PEEEC Reports on Another New Kentucky 1st Chance Project

PROJECT TITLE: Early Education Program for Down Syndrome Infants and Children

LOCAL FISCAL AGENCY: Jefferson County Public Schools

MAILING ADDRESS: Hikes Annex
3819 Bardstown Road
Louisville, KY 40218

1st YEAR OF FUNDING

PHONE: (502) 456-3264

DIRECTOR'S NAME: Mrs. Joyce Paul

COORDINATOR'S NAME: Ms. Juanita Landers

OTHER PROJECT STAFF TITLES/POSITIONS: Three classroom teachers; four classroom aides

CHARACTERISTICS OF TARGET POPULATION:
32 children
Ages birth through five
Down Syndrome

PROGRAM FOR CHILDREN:

An Infant Preschool class for birth to 18-months-old is conducted two hours per day in a school setting. Parents bring each child one hour per week for ongoing assessment and for training in techniques which will enhance the child's skill development. An Early Preschool class serves 19 to 36-months-old in a half-day school-based group program. Two Intermediate Preschool classes for children ages 3 to 5 operate for a full school day, five days a week. Assignment to the Intermediate Preschool is determined by both chronological and developmental age. Individualized programs are employed following normal developmental sequences in motor, communication, social, cognitive and self-help skills. The Infant and Early Preschool curriculum is based on the Seattle model. The Intermediate Preschool curriculum continues the Seattle model, but also provides specific preparation for the skills identified in the school district's regular kindergarten curriculum.

MEASURES OF CHILD PROGRESS:
Brigance Inventory of Early Development (weekly)
Learning Accomplishment Profile and Infant LAP (weekly)
Denver Developmental Screening Test (quarterly)
Developmental Sequence Performance Inventory (quarterly)
Vineland Social Maturity Scale (upon entry)
Cattell or Bayley (at CA 3 years)

PROGRAM FOR PARENTS:

1) Parent to Parent Program — peer support, sharing, and encouragement to participate in the model demonstration program
2) Parent Education Program — meetings for general information concerning Down Syndrome, community resources
3) Parent Training Program — specific assistance regarding the assessment and teaching of their own children
4) Advisory Committee — opportunity to provide input regarding the model and to be active advocates for early education for the handicapped.

The program requires parent participation in assessment, IEP development, attendance, carrying out the instructional program, and data collection.

FEATURES AND PRODUCTS:

The program operates in three public elementary schools. The Intermediate Preschool classes engage in selective mainstreaming with kindergarten pupils. Fifth grade students provide weekly peer tutoring. University students provide additional individualized instruction.

Calloway County Kindergarten for Handicapped Children

Hello again! A lot has been going on since our last newsletter. With the cold weather finally here, we were all excited about the holidays.

We have attended three concerts at the university this fall. The children have enjoyed the music made by a wide variety of instruments. The children have also had a number of parties. Teens Who Care from Calloway County High School sponsored a Halloween party as well as a Christmas party. We thank them for their efforts and a good time. Our weekly visits at Southwest Elementary School for library and physical education activities has proved to be successful and we still enjoy visiting Calloway County Public Library with Miss Nita Baugh.

Since our last newsletter, we have gotten a new student in our classroom. La Nore B., 4, has moved from Michigan to Calloway County. She has quickly made friends as well as some noticeable progress.

Amy J. is now eating with a spoon and drinking from a regular cup. We are quite pleased with her progress.

Jennifer is able to count to 15 and has mastered the nursery rhymes with no problem.

Anthony has replaced using "me" with "I" and is near perfection using plurals in his language skills.

Sly actually says "baby" and has improved his eating habits too.

Susan knows and says everyone's name, including her own.

Danny shares with all the children without any reminders and has added a number of new words to his vocabulary.

Snapper's mom gave him a real neat haircut and Snapper has also mastered making lines and v's by himself.

Jody Barber, teacher
Dinah Westerman, aide

Fredonia Preschool Multihandicap Program

Santa visited Fredonia School December 19. The kids were very excited but managed to whisper their wants and desires. Bryan was the bravest; asking Santa where his reindeer were, stumping St. Nick for a second or two.

We had 100% participation in the annual Christmas program. Bobbie Anne was the cutest "little angel". Bryan, Brent, John, Mike, and Joey were all "terrific" shepherds. We were very proud as all our actors knew their parts and brought new life into the program.

We have welcomed a new member to our class. Joey L. started in November and has made a very good adjustment to our school. John has learned to point to a picture of milk when he wants a drink and takes your hand when he wants to go outside. Brent is learning to use the potty and ride a tricycle.

Bryan, Bobbie Anne, Mike, Joey, and Ginger are making progress on writing their names, counting, and recognizing numerals. We are all glad to be back at school. We are sure 1981 will be our best year ever.

Pam Cox, teacher
Dianne Flynn, aide

*For the Exceptional Parent . . .

. . . another resource for information about your child. CLOSER LOOK, a project of the Parents' Campaign for Handicapped Children and Youth, can provide you with guides to reading about disability conditions and ideas to help your child develop his or her strengths, information on laws and how to make them work, and other practical suggestions for opening opportunities in school, in work, in community living.

Closer Look has designed information packets to meet the individual needs of children with mental, emotional, and physical disabilities — from preschool years through young adulthood. When you write Closer Look, tell them your child's age and diagnosis and some facts about the problem you're facing. They want to help.

Closer Look publications and information packets are free of charge. For more information, write to:

Closer Look
Box 1492
Washington, D.C. 20013

*Reprinted from: VIP Newsletter, San Francisco Lighthouse for the Blind, 1097 Howard Street, San Francisco, CA 94103.

Outreach Presents . . .

On December 9, in Carrollton, Kentucky, the Outreach staff presented an explanation of PEEEC components to students enrolled in a University of Louisville class. The components discussed were: Administration and Management, Services to Children, Services to Parents, and Staff Development.

On December 10, in Louisville, Kentucky, the Outreach staff presented an explanation of the PEEEC screening model to Mary Horvath, Outreach Coordinator, Community Coordinated Child Care. The four C's is interested in developing a screening model based on PEEEC's screening program which utilizes the Comprehensive Identification Process.

Preschool Screening News

Webster County conducted their third annual preschool screening in November. As of December, 1980, 1330 children have been screened in the West Kentucky Education Cooperative (WKEC) since screenings were initiated by PEEEC and cooperating school districts during the 1977-78 school year.

Several WKEC school districts are planning their spring screenings. The Outreach staff will be in contact with these districts to set up planning/inservice/screening dates.

If you are interested in developing a screening program this year, please contact the PEEEC Outreach office (762-6966).

New Resources Available for Loan from the PEEEC Outreach Office

Behavior Problems — Steps to Independence
Baker, Brightman, Heifetz, Murphy
Research Press
2612 North Mattis Avenue
Champaign, IL 61820
*Useful for parents and teachers
Cost: $6.95

Parental Involvement Component
South Dakota Preschool Programs for the Handicapped
Kareen Tidball-Strickler
Section for Exceptional Children
State Capitol Complex
Pierre, SD 57501
*Useful for social worker, teacher, persons interested in parental involvement
Cost: Free

Vulpe Assessment Battery
Vulpe, S. G.
National Institute On Mental Retardation
Toronto, Ontario, Canada
*Gives information on Developmental Assessment, Performance Analysis, Individualized Programming for the Atypical Child

Home Activities

*Shoe Boxes

Materials: Shoe boxes of different sizes

Have child stack and/or nest boxes of many different sizes.
Have child match lids to different size shoe boxes.

*Feel and Sound Box

Materials: Large sturdy cardboard box with two sides cut out (so child can crawl or walk through)
Line inside of box with carpet/cloth of different textures
Hang aluminum pie pans at different lengths so they hit one another
Hang narrow strips of aluminum foil, folded
Hang small bells and any other safe thing that make noise

Have child crawl/walk through the box.
Have child touch different textures and objects in the box.

***Baby Buggy Book No. 1 Have Wagon: Will Travel**
Huntinger, Donsbach, Homel, Longanecker, Sharp
The Macomb 0-3 Regional Project
A Rural Child/Parent Service
College of Education
Western Illinois University
Macomb, IL 61455

PEEEC Outreach in '80-'81

In response to requests for Outreach assistance, the West Kentucky Educational Cooperative will be submitting a proposal for another year of funding of PEEEC Outreach beginning July, 1981. Letters of support from agencies and individuals who have received Outreach assistance thus far during the year will be greatly appreciated and will be most helpful in efforts to obtain a new grant.

Any agency intending to provide preschool services next year for children ages 3-8 who have multiple handicaps is asked to let us know now if you would like to receive Outreach assistance for your program. A tentative listing of sites for next year must be included in the proposal.

Outreach staff are also looking for new ideas and would appreciate hearing from anyone regarding the method or content of Outreach services. The proposal must be postmarked by **March 2, 1981**. To be included as a site for next year or to have input in the proposal, we must hear from you prior to February 27, 1981.

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Fredonia Preschool Multihandicap Program 4

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West Kentucky
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FIRST WORDS

THE KENTUCKY
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FOR ADVOCATES
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HANDICAPPED
CHILDREN

Vol. 3 — No. 1

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN
— West Kentucky Educational Cooperative —

Sept.-Oct., 1980

Outreach Services

PEEEC Outreach is using two approaches to implementing assistance to programs requesting services.

One approach is through the demonstration of PEEEC-developed services to children and parents which are now provided through LEA's in Western Kentucky. Also, PEEEC materials will be disseminated.

The technical/training assistance approach will be used with program directors, teachers, aides and other interested persons on specific program or child-centered areas of program development.

The following list describes sample topics and activities to fulfill technical assistance needs.

TRAINING/TECHNICAL ASSISTANCE

Sample Topics	Sample Activities/Resources
a) Identification/Location/ Referral	—PEEEC Preschool Screening Manual —On-site consultation —Training workshop
b) Intake/Placement	—PEEEC Intake Services Manual —Form development —In-house assistance —Small staff training workshop
c) Organization of Classroom	—PEEEC Curriculum & Assessment Resources Manual —On-site consultation about material and curriculum selection —In-house assistance

d) Individual Educational Programming	—PEEEC Curriculum & Assessment Resources Manual —PEEEC Home-School Instruction Program Manual —On-site consultation with demonstration of teaching techniques —Training workshop on IEP development and teaching techniques
e) Termination of Services	—In-house assistance
f) Parent Services	—PEEEC Parent Services Manual —On-site consultation/sharing/ discussion —Training for Family Needs Assessment
g) Staff Development	—Training workshop —In-house assistance —Information searches —On-site consultation
h) Administration	—In-house assistance about record-keeping, procedures, budgeting —On-site visitation

New Names for Programs

As reported in earlier issues of **First Words**, the PEEEC services to children and parents were continued this year through the efforts of Caldwell County Schools and Murray and Calloway County Schools working cooperatively. As a result of these changes, the PEEEC Developmental Learning Center in Fredonia has been renamed the Fredonia Preschool Multihandicap Program and the one in Murray has been renamed the Calloway County Kindergarten for Handicapped Children. Outreach will present articles in **First Words** on the activities of these two classrooms as a service to the parents of the children enrolled.

Calloway County Kindergarten for Handicapped Children

It was strange to begin school once again while still having 90-100° weather. But, on Thursday, August 28, students from the Calloway County Kindergarten for Handicapped Children (previously named PEEEC-Murray Developmental Learning Center) returned to classes.

Amy J., Susan, Anthony, Danny, Sly, and Snapper all returned this fall to meet a new friend, Jennifer. After refreshing old friendships lost from the summer and making acquaintances with some new faces, everyone quickly became settled back into the swing of things again.

Amy J. surprised us all by walking proudly around the classroom. In fact, this week she will be trying out her new walking shoes for us.

Jennifer is now able to successfully name all colors and shows great improvement pouring her own milk.

Anthony can actually stand on one foot by himself and buttons and zips like a professional.

Sly is the greatest with his increased eye contact and can show us his eyes, nose, mouth and ears.

Danny has contributed in decorating the class with his art work and has just been a wiz at counting 1-10.

Snapper counts one, two, three and has been a great teacher's helper during snack and lunch.

Susan has been using lots of two word phrases and helps out plenty with the dishes.

This fall cooking and/or eating activities have been started as part of a weekly lesson. The children have enjoyed watermelon and, of course, popcorn thus far with lots more in store for the school year. Exercise sessions have also proved to be an enjoyable and worthwhile activity in the classroom. With the unseasonably warm weather still with us, we have spent some good times outdoors as well.

Nita Baugh from Calloway County Public Library has visited with us twice so far this year. We have been grateful for her time and terrific ideas she brings with her.

Two new faces appear in this year's classroom. Dinah Westerman, an aide and a mother of two children from Murray joins the teacher Jody Barber, a 1980 graduate from Murray State University.

Still located in room 123, the Special Education Building at Murray State University, we are looking forward to a challenging and successful year.

Jody Barber, teacher
Dinah Westerman, aide

Preschool Screening News

PEEEC Outreach will continue to assist school districts who want to continue or to develop a screening program using the CIP (Comprehensive Identification Process).

Caldwell County conducted their third screening on September 26. As of June, 1980, 1243 children have been screened in the West Kentucky Educational Cooperative. Nine school systems in the WKEC have implemented a screening program.

If you are interested in a screening program this year, contact the PEEEC office.

Training For Pediatricians

Tutors are now available in most states to assist in a training program for Pediatricians in "Pediatric Developmental Diagnosis." The program enables trainers to accurately diagnose developmental delays in preschool children — a time when remediation efforts are most effective. Interested parties should contact:

William K. Frankenburg, M.D. Director
John F. Kennedy Child Development Center
University of Colorado Health Sciences Center
4200 East Ninth Avenue, C234
Denver, Colorado

178

What Happened To:

Diane Murphy: She is working with the PEECH Project at the University of Illinois-Champaign Urbana in Champaign, Illinois.

Diane Flynn: She is continuing to work as an aide with Caldwell County's handicapped preschool program.

Nancy Severns: She is working as a speech therapist for McKenzie, Tennessee schools.

Aimee Lew: She is working part-time at MSU's music department and is a part-time student.

Judy Kennedy: She is continuing to work with the West Kentucky Diagnostic Center, West Kentucky Educational Cooperative.

Outreach Activities

The first three months of Outreach have been filled with a variety of activities, forms and procedures have been developed, presentations have been made and technical assistance has been provided to school systems.

One of the major tasks of the Outreach staff has been to assist in the transition of services for children and parents from PEEEC to Calloway County and Caldwell County. The teachers, aides, and principals from each county are enthusiastic and are working hard to maintain a good program for the children.

The calendar for the next three months is being filled rapidly. If you are interested in Outreach services, please call the PEEEC office or send in the enclosed "Request for Outreach Services" form.

PEEEC Parent Materials Used In Florida

PEEEC materials including listings of "Teachers Goals for Working with Parents" and "Parents Goals and Objectives" and a sample Individualized Parent Program Plan were all utilized recently by the Florida Department of Education, Bureau of Education for Exceptional Students. These handouts were used in conjunction with a Special Study Institute on Preschool Parent Training/Counseling. This complement to PEEEC and the West Kentucky Educational Cooperative is to the credit of Judy Adams, Parent Involvement Coordinator, and the many PEEEC parents who helped to develop these materials.

Outreach Presents . . .

On July 28, in Louisville, Kentucky, the Outreach staff presented an explanation of Outreach services to the five new KIK sites (Kentucky Individualized Kindergarten) and to BEEC representatives. As a result, the staff will be visiting the three severe KIK sites in September and October. The sites are Union County Schools, Henry County Schools, and Ashland Independent Schools.

On September 8th in Murray and September 9th in Madisonville, representatives from the West Kentucky Educational Cooperative school districts attended meetings describing Outreach services and the West Kentucky Diagnostic Center.

Fredonia Preschool Multihandicap Program

Fredonia Elementary began school on August 15, 1980. My name is Pam Cox. I am the new teacher and I am very happy to have such a great place to work and children who are so much fun to work with. Diane Flynn is the returning aide. Together we are beginning a very rewarding and fun year. Brent, John, and Bryan have returned for another year of hard work and great rewards.

We have been very busy these first weeks of school. There is so much to do. Bryan and Brent enjoy music and P.E. with the kindergarten class once a week. John enjoys being outside near the cars or watching the cars pass by the playground.

On September 16, John celebrated his fourth birthday with a party at school, thanks to Mom's good cake. A good time was had by all.

We want to let everyone know we are glad to be back at school and in Fredonia. I feel this is going to be a great year for all of us.

Pam Cox, Teacher
Diane Flynn, Aide
Fredonia Preschool Multihandicap Class

Resources

Upon the request from several participating WKEC school systems, we have obtained copies of the 1980 Vort Catalog and current price list for your review. A description of the Behavioral Characteristics Progression (BCP) Assessment and Curriculum Guide is given on pages 6-9. Samples of these products are also available to you through PEEEC Outreach. If you would like further information on this instrument, or would like to request information or catalogs for any other products, please contact us (collect) at 762-6965.

Materials Available From
International Institute for Visually Impaired, 0-7, Inc.

1975 Rutgers Circle, East Lansing, MI 48823 (517) 332-2666

____ VIP NEWSLETTER, an international newsletter for parents of visually handicapped infants and young children. $3.00: parents, caregivers; $5.00: educators, others.

____ MAKE IT, a booklet of toys and furniture designed by parents of multiply handicapped preschoolers. $2.00.

____ MATERIALS FOR PARENTS, a set of materials for parents of visually handicapped infants and young children. $4.00.

____ GET READY . . . GET SET . . . GO, a book for parents of visually handicapped preschoolers, written by Jeanette Schuch, Michigan School for the Blind. $4.00.

____ MOVE IT, a video-tape adaptation of a popular book for parents of visually handicapped preschoolers. $20.00 and a 30 minute video cassette.

____ Information about workshops and consultation available.

PLEASE PREPAY ALL ORDERS UNDER $20.00

International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven
"In The Beginning . . ."

Tel Aviv, Israel June 14-19, 1981

If you are a teacher, physician, nurse, psychologist, social worker, rehabilitation worker, parent, or citizen interested in the education of visually handicapped infants and young children, we invite you to participate in the INTERNATIONAL SYMPOSIUM on VISUALLY HANDICAPPED INFANTS and YOUNG CHILDREN: BIRTH TO SEVEN which will take place in SHEFAYIM KIBBUTZ GUEST HOUSE near TEL AVIV, ISRAEL during June 14-19, 1981. The International Symposium is being organized in Israel by the ISRAEL SOCIETY FOR REHABILITATION OF THE DISABLED, which is an affiliate of the Rehabilitation International, in conjunction with the INTERNATIONAL INSTITUTE FOR VISUALLY IMPAIRED, 0-7, INCORPORATED in the United States and within the frame-work of the International Year of Disabled Persons 1981. This Symposium will bring together various disciplines concerned with the development and education of the visually handicapped infant and young child.

For further information about the Symposium write to:

Secretariat
International Symposium on Visually Handicapped
Infants and Young Children
P.O. Box 394
Tel Aviv, Israel

We look forward to welcoming you in Israel in June 1981.

Dr. E. Chigier
National Secretary
Israel Society for
Rehabilitation of the Disabled
P.O. Box 394
Tel Aviv, Israel

Sherry Raynor
President
International Institute for Visually
Impaired, 0-7, Inc.
1975 Rutgers Circle
East Lansing, MI 48823

HOME ACTIVITIES

Sorting Silverware

This activity will develop classification skills.

Provide a plastic silverware tray and plastic knives, forks and spoons of different colors. The child sorts the silverware into the tray according to a specific dimension (color, utensil, etc.)

Mop Tops

The child draws a face on a styrofoam cup with colored felt markers. He fills the cup with soil and plants grass seeds in the cup. When the grass grows it will be the "mop tops" hair.

Resource: Tucker, J., Perrin, L., Nolan, D. — **Good Ideas**, An Activity Book for Early Childhood, Early Childhood Education, Austin Independent School District.

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West Kentucky
Educational Cooperative
Murray State University
Murray, Kentucky 42071

(502) 762-6965

FIRST WORDS

THE KENTUCKY
FIRST CHANCE
NETWORK
NEWSLETTER

FOR ADVOCATES
OF YOUNG
HANDICAPPED
CHILDREN

Vol. 3 — No. 4

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN
— West Kentucky Educational Cooperative —

July/August 1981

OUTREACH IS FUNDED!

"You have a good program, worthy of refunding", said Mr. Ralph Saunders for the office of **Special Education**, Washington, D.C. to Melba Casey, Director of the West Kentucky Educational Cooperative and Co-Director of PEEEC Outreach, in a recent phone call to notify West Kentucky Educational Cooperative of Outreach continuation.

The program will be expanded with the addition of an instructional resource teacher to help Jerri Millican with delivery of services. The staff is proceeding with plans to continue assistance to West Kentucky Educational Cooperative school districts, KIK sites, Head Start programs, and Comprehensive Care Centers. Outreach services are available to any program that serves 3 year to 8 year old handicapped children. See page 6 for services available.

KIBLER LEAVES

by MELBA CASEY, Director, WKEC

Bob Kibler, PEEEC's Co-Director for four years, has taken a new position. He will be working with Project OUTFIT, located at Vanderbilt University in Nashville, Tennessee.

"Our loss is someone else's gain." That old cliche sounds good as long as it applies to someone else! As for us, we will miss him terribly, as a friend and as an advocate for exceptional children. Without Kibler's efforts we would not have had PEEEC. Many exceptional children would not have made the progress that they have without him. Our thanks and best wishes go with him.

PARENT MINIGRANT AWARDED!

The West Kentucky Educational Cooperative (WKEC) announces the receipt of a Bill Geer Minigrant awarded through the Foundation for Exceptional Children. The minigrant for $500.00 was awarded after the submission of a proposal written by Judy C. Adams, with the assistance of Bill and Sharon Hart, Jerri Millican and Pam Cox.

The minigrant will be used for a project entitled **The Exceptional Parent as a Community Resource.** Parents of exceptional children will be trained to become resource persons for other parents of exceptional children within their own community. The volunteer parents will attend workshop sessions throughout the school year to gain skills in the following areas: (1) counseling parents of newly identified handicapped children in locating appropriate community, medical, social and financial resources, (2) understanding medical and educational terminology, understanding the issues involved in personal and family adjustment to the handicapped child within the family, (3) understanding the reality of day to day child care, and (4) screening developmentally delayed children for referral to local child find personnel.

For further information contact Judy Adams, Parent Services Coordinator, PEEEC Outreach, telephone 762-6965, Special Education Building, Room 307, Murray State University, Murray, Kentucky 42071.

HOPKINS COUNTY RECEIVES KIK GRANT

The Hopkins County School System has received a KIK (Kentucky Individualized Kindergarten) grant for the 1981-82 school year. The grant will be used to expand an established multihandicapped kindergarten program through an additional aide, instructional materials, and inservice training. The KIK project uses the Chapel Hill Training Outreach materials as the basic model, in conjunction with other programs such as PEEEC.

The project is called SHARE (**S**eeking **H**elp from **A**ll **R**esources for **E**xceptional Children) and will focus on the development of a model delivery system for seeking and sharing all resources to meet the needs of severely handicapped children.

The Hopkins County School System and the community should be complimented on the spirit of community cooperation that was demonstrated during the writing of the grant.

Jane Martin, the multihandicapped kindergarten teacher, and the administrative personnel worked very hard in the preparation of the grant. PEEEC Outreach is excited about this expansion of services to young handicapped children and will continue to assist the program during the coming year.

Union County has received continuation funding for the second year of the KIK grant cycle. The Union County program has a model that demonstrates interagency coordination. A teacher for three and four year old children is funded by the local Council for Exceptional Children and the Comprehensive Care Center. The teacher is located with the KIK teachers at Sturgis Elementary School. They share equipment, curriculum resources, and inservice training opportunities.

Other KIK sites that serve the severely handicapped are: Henry County, Ashland Independent, Anderson County, and Montgomery County.

Jerri A. Millican
Instructional Resource Coordinator

PEEEC HOSTS RETREAT

PEEEC-Outreach hosted a "Spring Retreat" on Early Childhood Special Education at Ken-Lake State Park, May 1-3, 1981. The retreat was sponsored by the HCEEP Rural Network with Dr. Warren Umansky, University of Georgia serving as chairman. Over forty participants, including university students, faculty and others in the field of pre-school special education shared in new research findings, discussed practical and successful approaches to working with children and parents and personal preparation for students in training.

A panel discussion on early childhood special education in Kentucky was presented by Marge Allen, Children Services Coordinator, Department of Human Resources; Betty Bright, Special Project Director, Bureau of Education for Exceptional Children; Mark Drum, Project Director, HCEEP Outreach Project, Brescia College, Owensboro, Kentucky; Bob Kibler, Co-Director, HCEEP Outreach Project, West Kentucky Educational Cooperative, Murray, Kentucky; Dr. Harry VonTobel, Developmental Pediatrician, Trover Clinic, Madisonville, Kentucky; and Leslie Weigle, Child Development Specialist, Kentucky Head Start.

A Research Theatre was presented as follows: Dr. Elizabeth Blodgett, Murray State University, — "Faciliating early mother-child communicative interaction in normal and disordered dyads."; Ms. Margaret McClure, Murray State University, — "Mother-child communicative interaction: A look at factors affecting mothers' use of baby talk."; Dr. Jeanette Walker, University of Illinois, — "Reflections on parent-child interaction research."; Ms. Susan McPherson, Murray State University, — "A descriptive analysis of early mother-infant face-to-face interaction."; Ms. Vivian Correa, Peabody College of Vanderbilt University, — "Contingent stimulation of infant vocalization rates in Down's Syndrome and normal infants: A reevaluation."; and Ms. Chris Snyder and Dr. Warren Umansky, University of Georgia, — "The outcome of high risk infants."

Dr. David Sexton, Dr. Michael Kelley, and Kelley Haynes, with students Chris Cashman and Randy Scott, presented information about training and program administration in Alabama.

A program on innovative practices in the field of Early Childhood Special Education was presented by: Dr. Patricia Hutinger, Western Illinois University, — "Early childhood education for the handicapped: Special Study."; Dr. Jeanette Walker, University of Illinois, — "The University of Illinois center-based infant program."; and Ms. Vivian Correa, Peabody College of Vanderbilt University, — "Rural Educational Clinics: The family, infant and toddler project model for intervention with young handicapped children and their families."

For further information regarding the retreat, contact Dr. Warren Umansky, 570 Aderhold, University of Georgia, Athens, Georgia 300602, or Judy Adams at PEEEC.

SCREENING NEWS

Two member districts from the West Kentucky Educational Cooperative have completed preschool screening activities recently.

Livingston County Schools conducted its third year of preschool screening on March 23, 24, and 25 with **93** children screened. Hazel Maupin, Supervisor, Livingston County Schools and Jerri Millican, PEEEC, Instructional Resource Coordinator, have trained a preschool screening team who have developed the expertise necessary for a smoothly run process.

Ballard County Schools conducted its first year of preschool screening on May 4, 5, and 6 by screening **130** children. Mary Stevens, Supervisor, Ballard County Schools developed the team.

Outreach will continue to assist the West Kentucky Educational Cooperative school districts in developing and implementing preschool screening programs. Contact the Outreach office for assistance. NOTE: CIP kits are available to all West Kentucky Educational Cooperative School districts, but forms are supplied only to systems who are screening for the first time. Order information for the CIP forms is available from the Outreach office.

HELP — "Helping Educate Little People" Calloway County Handicapped Kindergarten

As school comes to a close for the summer, we finally found some time to sit back and reflect our thoughts about the past few weeks and the entire school year. It just seems like yesterday we first met and got acquainted with the children. But now, it's today, the end of the school year already. Time flies.

The classroom, as a whole, has really made some noticeable gains, not to mention the individual progress. It's been terrific.

Jennifer has expressed her feelings of being sad to see the year end. She now counts to 30, knows all the days of the week and has really become a great hand at washing the dishes. Next fall, she will enter regular kindergarten half time. She's excited about that.

Sly will be here for a four week program to help him out this summer. His potty training has improved beyond all our expectations. We're pleased to see him verbalize more, especially since last fall.

Danny will be here for speech therapy during the summer to help him out. He's quite proud of his brand new hearing aids which have really made quite a difference with his communication skills.

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PEEEC OUTREACH

West Kentucky Educational Cooperative

REQUEST FOR PEEEC OUTREACH SERVICES

_____ Would like to be contacted for more information about Outreach Services.

_____ Would like to participate in a program needs assessment to determine needs for Outreach Assistance.

_____ Would like to receive PEEEC Newsletter.

_____ Would like to receive consultation/training from from Outreach staff.

Name ____

Program ______________________________________

Address ______________________________________

____

Phone ____

Return to : PEEEC OUTREACH
Special Education Building
Murray State University
Murray, Kentucky 42071
(502) 762-6965

The purpose of the following questions are to assess the effectiveness of this newsletter. This information will be compiled and reported in the PEEEC Annual Report which is sent to the Handicapped Children's Early Education Program, Office of Special Education.

Rating of Newletter	Exceptional	Excellent	Good	Fair	Poor
Content	1	2	3	4	5
Effectiveness	1	2	3	4	5

Suggestions for articles and/or improvement:

Thank you for your cooperation. Return to:

PEEEC Outreach
Special Education Building
Murray State University
Murray, KY 42071

Beth has really increased her two and three word phrases and in the short time that she has been here, we can really see a total change in her socialization skills with the others.

Anthony also knows his days of the week 100%. He's also doing quite well with his circles, setting the table and colors. He, too, will be entering regular kindergarten half time next fall.

Susan now counts to ten, by herself! She has really hit the top of the scale this year. Our goal last fall was to count to 3! She will also be here for the four week program at Murray State this summer.

Amy has shown great signs of improvement and really has potential for much more. We're glad to hear she's feeling much better. She is now a big 5 years old since May 5.

Our year ended with a family picnic at Noble Park in Paducah, several visits to the Dairy Queen and lots of hugs and kisses. Each of the children received a new notebook, pencil, and various art projects left hanging in the room during the year as a sort of going away gift. We'll miss you all very much. Have an enjoyable and safe summer.

Keep Smiling
Jody Barber, Teacher
Dinah Westerman, Aide

FREDONIA PRESCHOOL MULTIHANDICAP CLASS

It's that time of year when we say good-bye to our friends for the summer. We have had a great year. We have all grown in so many ways.

We will miss Bryan, Bobbie Anne, and Billy. They each made lots of progress and are ready for new horizons. Bryan will attend Kindergarten in Princeton next year. Bobbie Anne will start first grade. Billy will go to the third grade next year at Fredonia.

We were very busy the last few months of school. We went to Land Between The Lakes with students from the kindergarten and first grade. We visited the Youth Station and Planetarium. Everyone had a great time even though the weather was not very cooperative.

Saturday, May 16, families, students, Dianne, Jerri Millican, Judy Adams and myself spent the day picnicking, talking, playing, and eating at my house. It was so much fun, we decided to get together again soon.

On May 14, we had our first annual wards program. Everyone got an award for something they had accomplished this year.

Dianne and I have had a great year. We will miss the kids this summer. We are both looking forward to the Fall. We would like to thank PEEEC-Outreach for being here every time we needed them! Hope you all have a great summer and that we see you again in the fall.

Pam Cox, Teacher
Dianne Flynn, Teacher Aide

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PEEEC OUTREACH SERVICES

Demonstration/Dissemination

- Demonstration of PEEEC developed services to children and parents now provided through several public school systems.
- Distribution of PEEEC materials describing services to children and families.
- Distribution of PEEEC Outreach Newsletter, **First Words**.

PEEEC Components

- Services to children and families
- Staff development
- Administrative management

Training/Technical Assistance

- On-site consultation and assistance with preschool programs.
- On-site visitation for observation, sharing, discussion, etc.
- Small staff training workshops for skill development.
- In-house assistance through consultation by mail and telephone, filling information requests.
- Review/critique of specific program components or products.
- Information searches.

Targets:

- Kindergarten Classes who have handicapped children enrolled in program.
- Special Education Classes who serve 3 to 8 year old handicapped children.
- KIK Programs for the severely handicapped.
- Head Start programs.
- Comprehensive Care Centers.

PEEEC Demonstration Sites:

- Fredonia Preschool Multihandicap Class
- Calloway County Handicapped Kindergarten

* Developing Body Balance

Purpose: To promote body balance and position in space

Materials: Piece of string, tape

Procedure: Tape one end of string on the floor and lay it down in a straight line. Tape down the other end. Have the child try to walk on the line without stepping off. When this can be done easily, lay the string in the shape of an L, so he must turn a corner. Also, lay the string in a curved line, a circle, a step pattern, and other designs.

Comments: Play follow the leader or pretend you are on a tightrope in a circus.

Naming Body Parts

Purpose: To give a child practice in naming the parts of her/his body

Materials: Mirror, small piece of soap

Procedure: Have the child look in a mirror. Trace on the mirror, with soap, the outline of the child's face, hair, nose, eyes, mouth, ears, neck, eyebrows, etc. Have the child name each part as you trace it. Then have her/him step away from the mirror and attempt to point to and name each part again.

Comments: A full-length mirror can be used later to outline the child's entire image.

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* **Pots & Pans, Activities for Parent and Child**, The State Board of Education, The Illinois Office of Education, Joseph M. Cronin, State Superintendent of Education, #1755.

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Services Available to LEA's 6

First Words is a quarterly newsletter published under the auspices of the West Kentucky Educational Cooperative and is produced and distributed with support from Grant #G0081100870 from the U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent the Department of Education or the West Kentucky Educational Cooperative position or policy. The enclosed selections are presented for information purposes only; no endorsement or claim of accuracy is made.

West Kentucky
Educational Cooperative
Murray State University
Murray, Kentucky 42071
(502) 762-6965

APPENDIX B

.ASHLAND INDEPENDENT

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance Needs Assessment

Preschool Program: KIK SEVERE
School System/Agency: ASHLAND IND.
Address: 1420 CENTRAL ASHLAND, KY.
Phone Number: 606-329-9777
Date Completed: 12-27-80
Person(s) Completing Needs Assessment: name: [illegible] E. [illegible] position: Coord. Spec. Ed.
Rebecca Wine Teacher

Outreach Staff Conducting Interview:

I. Summary of program needs identified through the Technical Assistance Needs Assessment.

A. Administration and Management

B. Services to Children

Adequate, appropriate assessment instruments. Task analysis. Specific techniques to address the various handicapping conditions.

C. Services to Parents

Reinforce home cooperation in developing a consistent program for each child.

D. Staff Development

II. Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.

Need assessing tools

Task analysis techniques

Identification of specific areas to address and achieve some measure of success.

Ashand

MEMORANDUM OF AGREEMENT

Between

PEEEC Outreach
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

and

The KIK Project for Severely Handicapped
Ashland Independent Schools
Ashland, Kentucky 41101

2
Number of TA Agreements enclosed

Robert G. Kibler 9/11/85
Robert G. Kibler Date
Co-Director, PEEEC Outreach

Stephen Gilmore Date
Director of Special Education
Ashland Independent Schools

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT

Priority Number 1

PROGRAM NAME KIK for Severely Handicapped DATE September 9, 1980

ADDRESS Ashland Independent Schools, Ashland, KY

NEED assistance in assessing and programming for enrolled children

TARGET teacher and aides

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1 By 10/24/80, the KIK staff will be knowledgeable about assessing and programing for enrolled children.	1.1.1 By 10/6/80, the KIK staff will be provided listings of suggested developmental assessments and curriculum.	1.1.1 PEEEC receives the Evaluation Report Forms referred to in Technical Assistance Activities 1.1.3 and 1.1.7.
	1.1.2 By 10/20/80, Outreach staff (J. Millican) will visit the KIK site for 3 days to provide training and technical assistance in: a) Developmental Assessments; b) Developmental Curriculums; c) Instructional Strategies; and d) Task Analysis.	
	1.1.3 By 11/10/80, Outreach staff will send to the KIK site a summary report of the visit, including recommendations for follow-up activities.	

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	EVALUATION OR DOCUMENTATION
	1.1.4 By 11/10/80, KIK site staff will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance Report Form.	
	1.1.5 By (dates to be selected in February, 1981), Outreach staff (J. Millican) will visit the site for 2 days to reassess needs for training and technical assistance and to provide follow-up assistance.	
	1.1.6 By March 15, 1981, Outreach staff will send to the KIK site a summary report on the visit, including recommendations for follow-up activities.	
	1.1.7 By March 15, 1981, KIK site staff will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance Report Form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 2

PROGRAM NAME KIK for Severely Handicapped

DATE September 9, 1980

ADDRESS Ashland Independent Schools, Ashland, KY

NEED assistance in the provision of Individualized Parent Services

TARGET teacher and aides

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1 By 10/24/80, the KIK staff will be knowledgeable about the PEEEC family needs assessment and method for providing individualized parent services.	1.1.1 By 10/20/80, Outreach staff (J. Millican) will visit the KIK site for 1 day to provide training in the PEEEC model of family services. 1.1.2 By 11/10/80, Outreach staff will send to the KIK site a summary report of the visit, including recommendations for follow-up activities. 1.1.3 By 11/10/80, KIK site staff will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance Report Form. 1.1.4 By (dates to be selected in February, 1981), Outreach staff J. Millican and J. Adams) will visit the site for 2 days to reassess needs for training and technical assistance and to provide follow-up assistance.	1.1.1 PEEEC receives the Evaluation Report Forms referred to in Technical Assistance Activities 1.1.3 and 1.1.6.

CHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION OR DOCUMENTATION
	1.1.5 By March 15, 1981, Outreach staff will send to the KIK site a summary report of the visit, including recommendations for follow-up activities. 1.1.6 By March 15, 1981, KIK site staff will send PEEEC Outreach a completed Evaluation of Training/ Technical Assistance Report Form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Ashland Schools, Severe KIK Site
Location Hatcher Elementary School
Contact Person Becky West
Position Teacher
Address Hatcher Street
Ashland, K 41101
Date of Consultation Jan. 12, 13,14,15,1
Outreach Staff Jerri Millican
Position Instructional Resource Coordinator

Summary of Consultation:

During the week of January 12-15, I visited the Ashland Severe KIK site and worked with the teacher and two aides in the following areas: teaching strategies, curriculum material and development, family services, and material selection. Due to lack of time with the teacher, the above areas were not as well covered as the Outreach staff intended.

Recommendations:

1. The support staff are unusually well qualified. If possible, schedule a weekly/monthly staff meeting, without students, to discuss program needs, child needs, and program.

2. The daily routine is well structured but need to add more language/cognitive type activities. Since art and music occur before lunch, try moving one of these activities to after lunch. Add a cognitive/language activity in the morning.

3. Develop a visible plan for each child's daily plan and progress. Example
    1. Have a clipboard for each child with activities described for the da
    2. Write activities on chalkboard for each child daily.
    3. Copy each child's IEP and use that as guide to develop activities. See attached ideas.

4. Keep a record of child's progress (see attached ideas). This is great for parents and others who have difficulty seeing progress. It also helps in evaluation of child and program.

5. Materials were suggested during the visit. Additional materials will be listed.

Recommendations: (continued)

6. Specific strategies for each child were suggested.

7. The classroom had a positive atmosphere - the only need in the area of behavior management are for decreasing inappropriate behaviors of two children in the class.

8. Gradually bring materials back into room so that children can adjust to their presence. Include clean-up time as a part of the lesson. This takes time but children can help in classroom maintenance. If the children are accustomed to the materials in the class, the inappropriate ways in which the children handle the materials will be decreased.

Materials Loaned:

Handling the Young Cerebral Palsied Child
Carolina Curriculum
Mothers Can Help
Perceptual and Organizing Skills
Assorted Catalogs

Materials Given:

3 PEEEC Home-School Instruction Program Manuals
3 PEEEC Intake Services/Curriculum and Assessment Manuals
3 PEEEC Preschool Screening Manuals
3 PEEEC Family Services
3 Behavior Management Handouts
3 IEP Development Handouts
3 Vision Handouts
3 PEEEC Adapted Teaching Strategies
1 Playground for Severe/Profound
1 List of Curriculum Resources
1 Hand Use Activities Handout

Follow-Up:

1. Suggested programming ideas for two children in classroom.
2. Send specific materials suggested for classroom purchase.
3. Relay more information about State CEC, Autistic Information when located.
4. Phone consultation, if needed.

CALDWELL COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Caldwell Co. Multihandicapped Kind. **Location** Fredonia Elementary School

Contact Person Pam Cox **Position** Teacher

Address Box 177, Fredonia Elementary
Fredonia, KY 42411

Date of Consultation 8/14-8/15/80, 9/2/80, 9/26/80, 10/7/80, 10/24/80, 1/23/81, 5/11/81

Outreach Staff Jerri Millican **Position** Instructional Resource Coordinator

Summary of Consultation:
Areas covered in the on-site visits included:

1. Assistance in transition of PEEEC students, materials, procedures to Caldwell Co.,
2. Recommendations of teaching strategies,
3. Assistance in planning, conducting and evaluation of preschool screening and the results,
4. Record-keeping system,
5. Family services,
6. Behavior management,
7. Referral to other agencies, and
8. Suggestion of resources.

Recommendations:

1. Review all children's folders to ensure that necessary records have been obtained.
2. Categorize children according to new Kentucky Administrative Regulations.
3. Develop a plan to locate and refer multi-handicapped children
4. Develop a more structured daily plan for each student with data collection build into lesson plan. (Teacher will be enrolled in summer program that will help to meet this recommendation.)
5. Implement PEEEC Family Model at beginning of year. (See report from Family Involvement Coordinator.)
6. Continue to work with speech therapist to incorporate language development activities into classroom routine.
7. Locate resources and materials for severely involved students that will assist in development of program. (Outreach staff will assist.) Feeding, Alternative Communication, etc.

Materials Loaned:

Teacher/Therapist
Language Remediation & Expansion
Programmed Environments
Communication for the Speechless

Materials Given:

1 set of PEEEC manuals
BCP Manual
Case Manager's Checklist
WKDC - Documentation of Handicap

Follow-Up:
If funded, Outreach staff will assist in meeting these recommendations. If not funded, assistance will be provided until June 30, 1981.

CHRISTIAN COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Multihandicapped Class

Location Phelps Ave. School

Contact Person Sherry Radford

Position Teacher

Address Phelps Avenue
Hopkinsville, KY 42240

Date of Consultation 3/8/81, 4/21/81, 5/14/81

Outreach Staff Jerri Millican

Position Instructional Resource Coordinator

Summary of Consultation: Areas discussed/demonstrated during visits were:

1. Assessment instruments and procedures,
2. Program development (i.e. feeding, language, etc.),
3. Assist in referral of child to appropriate agency,
4. Suggested materials, resources, and activities,
5. Record-keeping system, and
6. Lesson plan development.

Recommendations:

1. Review childrens' folders to ensure all required forms and information have been obtained.
2. Expand development of each child's IEP, them implement IEP objectives daily by incorporating into daily lesson plans. (Meeting scheduled with Outreach staff on 6/8/81 to meet this recommendation.)
3. Review task analysis and data collection. Since the children in this class are severely involved, these techniques must be used more often to document progress.
4. Become familiar with PEEEC Model of Family Services. This approach may alleviate the teacher's concern about family involvement.
5. Become more acquainted with techniques/materials of working with severely physically handicapped children.
6. Develop a language development for all children in class. (May have to use alternative methods of communication.)

Materials Loaned:

Form Board
ETA Shape Board
Feeding Problems Book
SEED Developmental Profile
The Sourcebook
Selected Equipment for Pediatric Rehabilitation
Learning Activities for the Young Preschool Child
Mothers Can Help
Other assorted books and materials (see Planning and Reporting form)
Project Memphis Lesson Plans

Materials Given:

Assorted Lesson Plans
Functional Vision Test
3 Pre-Scissor Skills
3 Perceptual Motor Handouts
Language Development List
Assorted Catalogs
Strategy Book
1 *Intake Services, Curriculum & Assessment Manual*
Suggested Materials List

Follow-Up:

Assistance will be given to teacher to meet any or all of the recommendations by Outreach staff. If Outreach is funded, periodic consultation will be provided, if requested by the teacher.

HENRY COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance
Needs Assessment

Preschool Program: KIK for Severely Handicapped

School System/Agency: Henry County Schools

Address: New Castle, KY 40050

Phone Number: (502) 588-5049/(502) 845-2918

Date Completed: 8/18/80

Person(s) Completing Needs Assessment: name: Linda Hargan position: Director, Spec. Ed.

Bob Kibler OVEC PEEEC Co-Director

Outreach Staff Conducting Interview: ____________ ____________

update
Revised.
11/3/80

Lois Adams will complete the
Needs assessment and will be the
Contact Person for the KIK project in
Henry County

I. **Summary of program needs identified through the Technical Assistance Needs Assessment.**

A. **Administration and Management**

Goals and objectives, operational structure, roles & responsibilities. Cost analysis information; evaluation feedback to staff.

B. **Services to Children**

Screening activities for program planning; next year; Written statement of goals/objectives; developing instructional plans; meshing of the curriculum effectively; transition into next level of program. ✓

C. **Services to Parents**

Facilitating communication with parents in terms of goals & objectives and activities for them to pursue; provision of direct services & referral to other agencies. ✓

D. **Staff Development**

Task Analysis; ✓ effective use of IEP in lesson planning; ✓ room arrangement; development of complete family needs assessment. ✓

II. **Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.**

Phone Request 8/18/80:

Request to provide an in-depth overview of PEEEC Demonstration components to a University class composed of the KIK teacher, parents and others.

Henry Co.

Memorandum of Agreement
Between
PEEEC - Outreach
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

and

The KIK Project for Severely Handicapped
Henry County Schools
P.O. Box 377
New Castle, KY 40050

3
Number TA Agreements Enclosed

agreement negotiated & approved by phone 12/18/80

Robert G. Kibler Date
Co-Director, PEEEC Outreach

Lois Adams Date
Special Education Program Developer
Henry County Schools

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 1

PROGRAM NAME KIK for the Severely Handicapped DATE 12/8/80

ADDRESS P.O. Box 377, New Castle, KY 40050

NEED assistance in developing instructional plans

TARGET teacher and aides

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By 12/9/80, the KIK staff will be knowledgeable about developing instructional plans for enrolled children.	1.1.1. By 12/8/80, Outreach staff (J. Millican) will visit the KIK site for two days to provide training and technical assistance in: a) meshing the KIK and regular kindergarten curriculums; b) effectively using the IEP in lesson planning; c) task analysis; and d) room arrangement.	1.1.1. PEEEC has on file a copy of the summary report of the visit referred to in TA activity 1.1.2.
	1.1.2. By 1/[illegible]/81, Outreach staff will send to the KIK site a summary report of the visit, including recommendations for follow-up.	1.1.2. PEEEC receives the evaluation report forms referred to in TA activity 1.1.3.
	1.1.3. By 1/30/81, the KIK site will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance Report Form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 2

PROGRAM NAME KIK for the Severely Handicapped DATE 12/8/80

ADDRESS P.O. Box 377, New Castle, KY 40050

NEED assistance in screening services, transition of children into other programs and the provision of individualized parent services.

TARGET teacher, aides and program developer

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By 12/9/80, the KIK staff will be knowledgable about the PEEEC model for screening, transition of children into other programs and the provision of individualized parent services.	1.1.1. By 12/9/80, PEEEC staff will present an overview of the PEEEC demonstration model of services to a University of Louisville class in which the KIK staff are registered students. The topics described in TA objective 1.1. will be covered in the overview. 1.1.2. At the end of the class period, students will complete and turn in a Training Evaluation Report Form.	1.1.1. PEEEC receives Training Evaluation Report Forms completed by University class participants.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT

Priority Number 3

PROGRAM NAME KIK for the Severely Handicapped DATE 12/8/80

ADDRESS P. O. Box 377, New Castle, KY 40050

NEED assistance in the development and implementation of the Administrative and Management Component of the KIK Project

TARGET teachers, program developer

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By 3/10/81, the KIK staff will establish a set of goals and objectives for operation of the KIK Project.	1.1.1. By 3/10/81, PEEEC Outreach staff (B. Kibler) will meet with KIK staff for one day to: a) review PEEEC Demonstration model goals and objectives; b) devise a set of goals and objectives for the KIK Project.	1.1.1. PEEEC has on file a copy of the summary report of the visit referred to in TA activity 1.1.2.
	1.1.2. By 4/10/81, Outreach staff will send to the KIK site a summary report of the visit, including recommendations for follow-up.	1.1.2. PEEEC receives the evaluation report forms referred to in TA activity 1.1.3.
	1.1.3. By 4/10/81, the KIK site will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance Report Forms.	

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION OR DOCUMENTATION
2.1. By 3/10/81 the KIK staff will be knowledgeable of the PEEEC system for determining Project costs.	2.1.1. By 3/10/81, PEEEC Outreach staff (B. Kibler) will meet with KIK staff for one day to provide training in the PEEEC model for determining Project costs.	2.1.1. PEEEC has on file a copy of the summary report of the visit referred to in TA activity 2.1.2.
	2.1.2. By 4/10/81 Outreach staff will send to the KIK site a summary report of the visit, including recommendations for follow-up.	2.1.2. PEEEC receives the evaluation report form referred to in TA activity 2.1.3.
	2.1.3. By 4/10/81, the KIK site will send PEEEC/Outreach a completed Evaluation of Training Report Form.	

PROGRAM Henry Co. KIK Site **LOCATION** New Castle, Kentucky

CONTACT PERSON Vicki Crawford **POSITION** Teacher

ADDRESS New Castle, Kentucky **DATE OF CONSULTATION** 12/8,9/80

OUTREACH STAFF Jerri Millican **POSITION** Instructional Resource Coordinator

SUMMARY OF CONSULTATION:

Vicki and I concentrated on the following areas during my recent visit to the KIK program.

1. Appropriate programming for individual children in the following areas: feeding, language development, gross motor, fine motor, toileting, and cognitive.
2. How to determine the appropriate level of skill development for each child.
3. Appropriate materials for instruction and curriculum development.
4. Family involvement.

RECOMMENDATIONS:

1. Specific suggestions were made concerning program development for each child. Also curriculum materials needed to implement programming were discussed. Strategies used to teach specific skills were demonstrated.
2. Strategies to help determine the appropriate skill level of child were discussed and demonstrated. Resources were also suggested: Behavioral Characteristics Progression, Early Brigance (0-7), Early LAP and others.
3. It was recommended that specific materials and curriculum (see list attached) be bought particularly in the areas of feeding, gross motor, and curriculum development.
4. The needs of specific families were discussed. The PEEEC Model was described during a class presentation which the teacher attended.

MATERIALS LOANED:

Mothers Can Help
Play It By Ear
Auditory Training Games
Talking Times is All the Time

MATERIALS GIVEN:

Pre-scissors Skills
Out of the Nest/Instructional Strategies
Lesson Plans for Hearing Impaired
Handouts on feeding/positioning/hand use
Mainstreaming in a Day Care Setting
Assorted Catalogs
Perceptional Motor Development Handouts
Floor Plans
Toilet Training Charts
PEEEC Adapted Strategies for Instruction

FOLLOW-UP:

If new resources are located by the PEEEC consultant in the above areas, the information will be sent to Vicki.

Phone consultation, as needed.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program KIK Site for Severely Handicapped **Location** Henry County Schools

Contact Person Lois Adams **Position** Special Ed. Program Developer

Address Henry Co. Public Schools
P.O. Box 377
New Castle, KY 40050

Date of Consultation 3/11/81

Outreach Staff Bob Kibler **Position** Project Co-Director

Summary of Consultation: One of the objectives of the consultation (to establish a set of goals and objectives for operation of the KIK Project) could not be addressed or met during the consultation. This was the result of the current decision making occurring with regard to plans for the operation of the KIK Project next year. Since decisions have not yet been reached regarding the service delivery system to be employed next year, it was mutually determined that it would be premature to develop goals and objectives at this time. Instead, an example of the goals and objectives for the 2nd and 3rd years of the PEEEC Demonstration Project were left with Ms. Adams for further reference. With regard to the second objective for the consultation (dealing with the system for determining program costs), the PEEEC system was explained to Ms. Adams. A copy of the PEEEC Demonstration Third Year report containing an analysis of project costs was mailed on loan to Ms. Adams to provide an example. Issues in implementing a KIK site for severely handicapped were discussed. Ms. Adams was made aware of the plans to expand the KIK materials and training beyond the Chapel Hill model for KIK severely handicapped sites next year. The PEEEC Outreach role in that expansion was explained.

Recommendations:

(1) Consider the service delivery system options discussed for the KIK site next year.
(2) If a decision is reached by personnel at the KIK site to apply for KIK funds again next year, consider requesting PEEEC Outreach assistance again for development of a set of goals and objectives for services to children.
(3) Use system of determining program costs as needed or as it applies to the KIK site.

Materials Loaned:

PEEEC Demonstration Project Proposal for 3rd year, 1979-1980

PEEEC Demonstration Project Annual Performance report for 3rd year, 1979-1980

Materials Given:

Follow-Up:

March 26, 1981 - sent copy of WESTAR Publication, Cost Accounting an Accountability

HOPKINS COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance Needs Assessment

Preschool Program: ~~Multi-handicap~~ See below
School System/Agency: Hopkin Co. Schools
Address: 537 West Arch Street, Madisonville, Ky. 42431
Phone Number: 821-4194
Date Completed: September / October 1980
Person(s) Completing Needs Assessment: name: See below position:

Outreach Staff Conducting Interview: Millican

*Jane Martin- Multi-Handicapped & Learning Center ~~for~~ repeating K & 1st - afternoon Kindergarten Teacher - 9-29-80

*Pat Bush- EMH Teacher 10-29-80

*Betty Slaton Asst DPS ; Iva Ray Branson- Educational Diagnostician

I. Summary of program needs identified through the Technical Assistance Needs Assessment.

A. Administration and Management

N/A

B. Services to Children - See "D"

IEP Development
Data Collection
Documenting Progress
Curriculum Development
Interagency Coordination

C. Services to Parents

Needs Assessment - all areas from identified needs to implementation

D. Staff Development

P.L. 94-142 - Aides -
Appropriate Assessments
How to asses
IEP Development
Task Analysis
Teaching Strategties
Use of IEP in Lesson Plans
Materials Equipment Selection
Family Needs Assessment
Techniques of Family Involvemen

II. Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.

Proposal Development for KIK Grant

Memorandum of Agreement

Between

PEEEC Outreach
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

and

Hopkins County Schools
537 West Arch Street
Madisonville, Kentucky 42431

3
Number of TA Agreements enclosed

1/[illegible]/81
Bob Kibler Date
Co-Director, PEEEC Outreach

Betty C. Slaton 1/29/81
Betty Slaton Date
Asst. Director, Pupil Personnel

cc: John McClearn
Federal Coordinator

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 1

PROGRAM NAME Hopkins County Schools DATE October 1980 - May 1981

ADDRESS 537 West Arch Street, Madisonville, KY 42431

NEED Assistance in assessing and programming for handicapped children.

TARGET MH teacher; EMH teacher; Asst. DPP; Educational Diagnostician; teacher-aides

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By May, 1981, the Hopkins County staff will be knowledgeable about assessment and programming appropriate for the children in their classes.	1.1.1. By May, 1981, Outreach staff (J. Millican) will visit the MH teacher for eighteen (18), one-half days to provide training and technical assistance in the following areas: a) assessment; b) IEP development; c) lesson plan development; d) documentation of child progress; and e) curriculum.	1.1.1. PFEEC Outreach has on file a copy of the summary report of the visits referred to in TA Activity 1.1.5.
	1.1.2. By May, 1981, Outreach staff (J. Millican) will visit the EMH teacher for eighteen (18), one-half days to provide training and technical assistance in the following areas: a) curriculum and curriculum adaptation; and b) data collection.	1.1.2. PFEEC Outreach receives the evaluation report referred to in TA Activity 1.1.6.

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION OR DOCUMENTATION
	1.1.3. By May, 1981, Outreach staff (J. Millican) will visit as above and provide both the MH and EMH teacher training and technical assistance in the following: a) task analysis; b) teaching strategies; and c) material and equipment selection. 1.1.4. An ongoing needs assessment may expand the list of topics. 1.1.5. By May 30, 1981, Outreach staff will send to the site a summary report of the training sessions which have occurred, including recommendations for follow-up. 1.1.6. By May 30, 1981, the target site staff will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance report form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 2

PROGRAM NAME Hopkins County Schools

DATE October 1980 - May 1981

ADDRESS 537 West Arch Street, Madisonville, KY 42431

NEED Assistance in developing and implementing a Parent Services Program.

TARGET Educational Diagnostician, Hopkins County Schools

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By March 30, 1981, the Hopkins County Educational Diagnostician will be knowledgeable about the PEEEC model of family services.	1.1.1. By March 30, 1981, Outreach staff (J. Adams) will meet with the Educational Diagnostician for one-half day to provide training and technical assistance in the PEEEC model of family services.	1.1.1. PEEEC Outreach has on file a copy of the summary report of the training referred to in TA Activity 1.1.2.
	1.1.2. By April 30, 1981, Outreach staff will send to the site a summary report of the training, including recommendations for follow-up.	1.1.2. PEEEC Outreach receives the evaluation report referred to in TA Activity 1.1.3.
	1.1.3. By April 30, 1981, the Hopkins County Educational Diagnostician will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance report form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 3

PROGRAM NAME Hopkins County Schools DATE October 1980 - May 1981

ADDRESS 537 West Arch Street, Madisonville, KY 42431

NEED Assistance in obtaining information on writing a proposal for a state-funded KIK grant.

TARGET MH teacher

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By ____________, the Hopkins County MH teacher will be provided information on writing a KIK proposal.	1.1.1. By ____________, the Hopkins County MH teacher will be provided information on writing a KIK proposal	1.1.1. PEEEC Outreach has on file a copy of the summary report of the consultation referred to in TA Activity 1.1.3.
	1.1.2. By ____________, Outreach staff (J. Millican; B. Kibler) will meet with the Hopkins County teachers to critique the KIK proposal written by Hopkins County.	1.1.2. PEEEC Outreach receives the evaluation report referred to in TA Activity 1.1.6.
	1.1.3. By ____________, PEEEC Outreach will send to Hopkins County a summary report of the information provided and of the proposal critique.	
	1.1.4. By ____________, the Hopkins County MH teacher will send to PEEEC Outreach a com-	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Hopkins Co. Multihandicapped Kindergraten **Location** Grapevine Elementary School

Contact Person Jane Martin **Position** Teacher

Address Grapevine Road
Madisonville, KY 42431

Dates of Consultation 9/22-9/23/80, 11/17/80, 12/4/80, 1/6/81, 1/29/8
3/16-3/17/81, 3/30-3/31/81, 4/2-4/3/81, 5/26/81

Outreach Staff Jerri Millican **Position** Instructional Resource Coordinator

Summary of Consultation:

From September 1980 to May 1981, frequent visits were made to the multihandicapped unit at Grapevine. Some of the needs that were identified to the Outreach staff were: training for aide, medical information, teaching strategies, assessment and curriculum resources, proposal writing, intake procedures, etc. An attempt was made to meet the needs or locate a resource that would be helpful.

Recommendations:

1. Review children's folders to verify that all children have the necessary forms and are placed in the appropriate category according to new Kentucky Administrative Regulations.
2. Assist teacher in developing a community resource guide for young handicapped children as part of KIK project.
3. Assist teacher in implementing the approach to achievement of goals stated in KIK Proposal
4. Have teacher/aide visit with physical therapist so that she becomes more knowledgeable about positioning and handling of students in class.
5. Determine training needs of aides and ways to meet those needs, such as assessment, data collection, and teaching strategies.
6. Locate Behavior Management Techniques for reducing specific behaviors identified by teacher. (Class is run smoothly but occasionally behaviors occur that need to be reduced.)
7. Continue consultation with children's physicians.
8. Introduce PEEEC approach to Family Services to teacher.

Materials Loaned:

Work Jobs
Kindergarten Cooks
360 Preschool Ideas
Coordination Board
Texture Board
Parachute
Adaptive Spoons, etc.
Task Level LAP (old)
Assorted resource books

Materials Given:

Folder -
Assessment & Curriculum List
You & Your Child's Language
Suggested Materials List
Gross Motor Activities
Fine Motor Activities
Speech & Language Suggestions
Easy-Grip Scissors
PEEK Information: Down's Syndrome
Drug Side Effects
2 Muscular Dystrophy Handouts
3 Strategies Books
Pre-scissor Skills
3 Behavior Management Handouts
Early Years Handouts
Parent Contact Form
Assorted Catalogs
Folder Review Form
Parent Questionnaire Form
PEEEC Manuals:
  Preschool Screening Procedures Manual
  Home-School Instruction Program
  Intake Services, Curriculum & Assessment
  Working With Parents: Individualizing Needs

Follow-Up:

Some of the recommendations will be met with the assistance of the Outreach staff. If funded through the 1981-82 school year, this service will be continuous. If not funded, Outreach staff will attempt to meet some of the needs by June 30 1981.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperativ

SUMMARY REPORT OF OUTREACH SERVICES

Program Hopkins Co. Multihandicap Kdg. Location Madisonville, Kentucky

Contact Person Jane Martin Position Teacher

Address Grapevine Elementary Date of Consultation 5/25/81, 5/28/81

Grapevine Rd., Madisonville, KY 42431

Outreach Staff Millican Position Instructional Resource Coordinator

Summary of Consultation:

The consultation covered the following topics: folder review, placement of children, KIK Proposal, need, plans for the 1981-1982 school year, assessment and program planning for severely handicapped child, etc.

Recommendations:

1. Send request of information form to agencies that provided services to each child to fulfill developmental history required by regulations.
2. Send letter of support to persons who supported KIK grant (Achieved).
3. Meet with Outreach staff on June 18 to plan resource guide.
4. Outreach staff will locate resources for alternative communication programs and assessments/curriculum for severely handicapped children.
5. Contact Wanda Rainbolt for assistance in developing gross motor activities.

Materials Loaned:

Mothers Can Help
Language Board Development

Materials Given:

Brigance Test Result Form
Callier-Azusa
Wisconsin Behavior Rating Scale

Follow-Up:

1. Assorted Family Needs Assessments will be given to Jane on June 18.
2. Locate higher self-help skills - Chris/Jeff.
3. Locate assessments for severely handicapped children. (DASH, etc.)

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Hopkins Co. Multihandicapped Kdg. **Location** Grapevine Elem., Madisonville, KY

Contact Person Jane Martin **Position** Teacher

Address Grapevine Elem. School **Date of Consultation** 6/18/81
Grapevine Rd.
Madisonville, KY 42431

Outreach Staff Jerri Millican **Position** Instructional Resource Coordinator

Summary of Consultation:

The purpose of the visit was to assist in the development of a community resource directory for parents of children in the KIK class. Also we reviewed other needs assessments and determined technical assistance needs for the fall.

*Also visited with John McClearn and Betty Slaton to inform them of Outreach services for the fall.

Recommendations: Outreach staff will:

1. Assist teacher in assessment (Callier-Azusa, Carolina, etc) of physically handicapped child.
2. Assist teacher in the development of an appropriate educational program for the above child.
3. Assist teacher in developing a process for the more effective use of IEP goals and objectives in daily lesson plans.
4. Provide inservice to classroom aides in areas of lesson plan development, etc.
5. Help teacher maintain a quality program by using the Early Childhood Environment Rating Scale.
6. Attempt to locate behavior management techniques for child who is task-resistive.
7. Locate materials that may be used by parents of children in the classroom.

Materials Loaned:

BEEC Parent Books

Materials Given:

Sample Needs Assessment for families (2) from
Albuquerque, New Mexico &
Sonoma Co., California
Gross Motor Handouts
Fine Motor Handouts
Speech & Expressive Language Handout
Catalogs

Follow-Up:

1. Take bulletin board characters - clear contact paper, jars, buttons, shoe boxes, dice on next visit.

Outreach staff borrowed Wabash Guide to Developmental Training from teacher.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Waddill Elementary EMH Class

Location Waddill Elementary School

Contact Person Pat bush

Position Teacher

Address Waddill Avenue
Madisonville, KY 42431

Date of Consultation 9/22/80, 10/29/80, 11/17/80, 12/4/80, 1/29/81, 5/27/81

Outreach Staff Jerri Millican

Position Instructional Resource Coordinator

Summary of Consultation:

The Outreach staff visited with the teacher and teacher aide responsible for Roman Foster's program several times throughout the year. The topics discussed were: assessment, teaching strategies, teaching activities, materials, IEP development, and demonstration of teaching strategies and behavior management techniques. The teacher and Outreach staff also discussed possible approaches to work with other children in the EMH class.

Recommendations:

1. Review fall childrens' folders to assure that all necessary forms have been included. Categorize all children according to new Kentucky Administrative Regulations.
2. Information, that will help Roman's new teacher plan for him, should be sent to the teacher.
3. Assist teacher in development of a plan to assess, use of assessment information for IEP development, and implementation of objectives for all students.
4. Review task analysis and the use of task analysis in lesson plan development.

Materials Loaned:

Portage Kit
Reading Corner Book
Numerous resource books, activity guides, games and puzzles loaned. (Most of these were the personal property of the Outreach staff.)

Materials Given:

Rutland Curriculum Model
Assorted Handouts
  Assessment & Curriculum List
  Suggested Materials List
Catalogs
Behavior Management Handout
Strategies Book
Intake Service, Curriculum & Assessment Manual
Task Analysis & Objective Handout

Follow-Up:

Outreach staff will assist teacher with the recommendations if she requests continued services. If Outreach is funded, this will be on a periodic basis next year. If Outreach is not funded, assistance will be given upon request until June 30, 1981.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Hopkins EMH Class-Waddill Elementary **Location** Madisonville, KY

Contact Person Pat Bush **Position** EMH Teacher

Address Waddill Elem. School, Waddill Ave. **Date of Consultation** 5/27/81

Madisonville, KY 42431

Outreach Staff Millican **Position** Instructional Resource Coordinator

Summary of Consultation:
The visit was spent summarizing Outreach services and discussing future needs of the class.

Recommendations:

1. Develop an assessment plan for the fall so that all children will be completely evaluated.
2. Materials suggested at meeting that will help in program development. Catalogs sent to teacher after meeting.
3. Outreach staff will locate information on: language experience approach to reading, perceptual motor and visual motor development, and comprehension/chalkboard activities.

Materials Loaned:

Materials Given:

American Guidance Catalog
Continental Press
DLM Catalog
Brigance Catalog
Monterey Information (To be given)
LAP-D Form
Perceptual Motor-Visual Motor Handout

Follow-Up:

Teacher enrolled in MSU summer school. Assistance will be provided during this time to meet needs.

MUHLENBERG COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Hughes-Kirk Kindergarten Class **Location** Hughes-Kirk School

Contact Person Cynthia Martin **Position** Teacher

Address Hughes-Kirk School **Date of Consultation** 1/27/81, 2/24/81

Beechmont, KY

Outreach Staff Millican **Position** Instructional Resource Coordinator

Summary of Consultation:

The purpose of the consultation was to help the teacher develop independent activities for identified child in class.

Recommendations:

1. Materials were loaned to the teacher to help develop activities.
2. See attached list for activities developed.

Materials Loaned:

- *Young Children Action Handbook of Skill Development Activities*
- *Language, Auditory, Visual Tools for Learning*
- *Basic Beginnings*
- DLM Photo Library
- Frank Schaffer Games
  - Concept Formation
  - Preschool Games & Activities

Materials Given:

- 2 Gross Motor Handouts & Language Handouts
- Guide in Development 1 Training
- Finger Play
- Assorted Handouts
- Individual Activities
- Language Development Activities

Follow-Up:

Outreach assistance will be provided to teacher, if requested, in 1981-1982 school year, and if Outreach is funded.

LANGUAGE DEVELOPMENT SUGGESTIONS

1. Establish eye contact for increasing periods of time. Work in an area free from distractions. GET ON THE CHILD'S LEVEL. Do not expect him to look UP at you.

a. Use noisemakers or flashing lights to gain child's attention. Hold the object close to your face. Move the object in various directions, left to right, up and down, and in a circular path. The child should track the movements. Do these at a distance of 1½ feet then increase the distance. Always pair with a verbal cue such as "Look, Look at me," etc.

b. Decrease the use of noisemakers and increase the use of a verbal cue. This may be paired with a manual prompt such as guiding the child's face toward yours. Sometimes putting the child's hands on your face will create eye contact.

2. Imitate the child's movement.

3. Imitate the child's sounds.

4. Have the child imitate your motor movements. (May have to manually prompt him to respond. Reinforce all efforts to imitate actions.)

5. Have the child imitate your tongue and lip movements.

6. Imitate sounds: long vowels, short vowels, consonants, consonant-vowel combinations such as bā, pī, mă, ŭp. Select the sounds which are easier for the child to reproduce, then progress to the harder sounds.

7. Imitate words, use familiar items such as body parts, animals, and food. Pair with the object and the picture so the child can develop receptive language skills. Then ask him where the object is; have him point to or pick up the named object.

8. Have child verbalize his needs and wants. For example, at snack time, have the child say "m" for milk. As the child develops more sounds, require him to say milk. *Accept approximation of words.

9. Increase the length of the child's phrases/sentences by providing a model. For example: Describing what he is doing.
Roman bounces ball ——→ to ——→
Roman bounces the ball ——→ to ——→
Roman bounces the red ball —→ to ——→
Roman bounces the large red ball.

10. Increase length of phrases also by having the child imitate phrases such as the ball, my nose, big dog, etc

11. Develop skills such as following directions:
Stand up, Sit down, Come here.
Give me the ______________.
Put the ____________ in the box.
Put the ____________ under the chair.
Bring me the ______________________.
Put the __________________ by the chair.

12. Introduce animal pictures, toys, and sounds associating the name and the sound with the animal. Have him imitate the sound. Continue matching picture/object with the sound.

13. Use DLM Environmental Sound Tape - Peabody Kit Records, etc. Work on a few sounds at a time. Have him match the sound with the picture or the object.

14. "Read" simple picture books. Touch one picture and say one word per page.

15. Use action words along with the action. Have the child repeat the word as he does the action. Push/Pull, Throw, Hop/Skip.

16. Sing simple songs or finger plays.

17. Let him observe himself in the mirror. Name the body parts and ask the child to name to or point to various parts.

18. Imitate simple rhythm patterns - that you tap out with your hands or a stick.

19. Demonstrate "high" and "low" with your voice or musical instruments.

20. Use musical instruments. Produce a sound. Describe what you are doing. Introduce a second instrument, repeat the process. Reproduce the sound and have the child select the correct instrument.

21. Hide noisemakers, pictures, and objects in the room. Have the child bring the object/picture that makes a certain sound.

22. Ask Yes or No questions - if he can associate the correct sound with the event.
Is this a telephone - ding dong?
Is this a telephone - baa baa?

23. Tape record sounds the child is familiar with. Tape record the child.

24. Demonstrate concepts with body movement and actions. For example: Stoop down as you say I'm small - small, etc.

25. Work with puppets. Some children will verbalize more with puppets.

REMEMBER!

Use lots of positive reinforcement (hugs, verbal praise, raisins,etc.)

Accept approximations of words until you feel the child is capable of better sound development.

The child must enjoy expressing himself. Don't make it a stressful time.

Language comes from interaction with people and the child's experiences.

Language is listening and understanding also!

INDEPENDENT ACTIVITIES

1. Matching Like Objects

Have child match like objects such as balls, cars, combs, clothespins, buttons, spoons, and cups. Start with two balls and two cars, then increase the number of objects that the child is supposed to match.

Talk about the characteristics of the objects. Have child name the objects, also.

Show the child the object, then have him choose among the other items for the matching object.

2. Sorting Objects

Have the child sort objects such as cars and blocks into boxes and bowls. Demonstrate first, then have the child complete the task. Clues could be used.

Leave one car and one block in each box and have the child match the objects or place a picture of the item in each box.

Other items to sort are: buttons, jar lids, spoons, forks, mittens, socks, plastic cups, plastic bowls, balls, or blocks. They should not be the same color.

3. Sorting by Color

Use red and blue poker chips and red and blue boxes.* Have child sort the chips into the correct boxes. Use colors the child can identify. Visual clues can also be used.

*Use any variation of items to sort like beads blocks, buttons.

After the child has mastered the chips, use various objects which are red and blue.

Increase the colors slowly.

4. Sorting by Size: Little/Big

Have the child sort buttons (little and big) into a little and a big can.

Other items to sort: pebbles, crayons, washers balls, blocks, spoons.

5. Sorting by Function

Use items the child is familiar with such as food and toys. Have the child pick the items he can eat, the ones he can play with

Other items to sort are furniture, tools, cleaning tools, clothes.

6. *Sorting by Texture

Have child sort objects that are soft/hard, smooth/rough, etc.

*May be too difficult.

7. Naming Objects

Fill a box with common objects. Have child name the objects. Also talk about the characteristics of the object.
Tell the child the name of the object, then have him repeat the name.

8. Naming Body Parts

Have the child repeat the names and locate the following body parts: nose, mouth, eyes, hair, etc.

A doll and a mirror could be used also

9. Beads, Spools, and Macaroni
   a. Have the child string the above
   b. Sort different kinds of beads, spools, or macaroni.
   c. Forming Patterns - Take a few beads, spools or macaroni and place them in a simple pattern. Have the child copy the design.*
      *May be difficult.

10. Nesting Pots and Bowls

Have child nest or stack varying sizes of pots or bowls.

11. Touch and Tell

Use familiar objects. Have him close his eyes, then have him guess what the object is by touch.

12. Flannel Board

Have the child name the objects as he places them on the board.

Have the child "tell" a story as he puts objects on the flannel board.

13. Jars and Lids

Gather jars and lids of different sizes. Have the child match the jars and lids.

14. Clothespins

Have him put clothespins on the edge of a coffee can. To make the task harder, put stripes on the can and color the clothespins to match the stripes. Have the child match the clothespins to the stripes.

15. Draw shapes/designs on the chalkboard. Have him copy the designs, first on the chalkboard, then on paper.

16. Put pennies/buttons on a table. Have the child pick up objects one-by-one and drop them in a narrow-neck bottle.

17. Language Master

Make sets or obtain sets of picture cards with which the child can work machine independently.

PADUCAH INDEPENDENT

Memorandum of Agreement

Between

PEEEC Outreach
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

and

Forest Hill School
Paducah Independent Schools
Highland Boulevard
Paducah, Kentucky 42001

2
Number of TA Agreements enclosed

1/9/81
Bob Kibler Date
Co-Director, PEEEC Outreach

Bob Jones, Principal Date
Forest Hill School

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 1

PROGRAM NAME Forest Hill School, Paducah Indep. Schools DATE October 1980 - May 1981

ADDRESS Highland Boulevard, Paducah, Kentucky 42001

NEED Assistance in developing instructional programs for children.

TARGET MH Teacher (ages 6-22); TMH Teacher (ages 5-8); Principal

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By May, 1981, the targets noted above will be knowledgeable about developing instructional programs for their enrolled children.	1.1.1. By May, 1981, Outreach staff (J. Millican) will make six (6) visits to the Forest Hill School MH and Primary TMH class to provide training and technical assistance in: a) developing proposed skills; b) developing eye contact; c) increasing attention span; d) appropriate assessment and curriculum; e) teacher-made materials; f) teaching the visually impaired; g) building from assessments to IEP's to lesson plans; h) task analysis; and i) teaching strategies.	1.1.1. PEEEC Outreach has on file a copy of the summary report of the visits referred to in TA Activity 1.1.3.

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION OR DOCUMENTATION
	1.1.2. At the end of each visit, the targets and Outreach staff will evaluate the consultation informally.	1.1.2. PEEEC Outreach receives the evaluation report referred to in TA Activity 1.1.4.
	1.1.3. By May 30, 1981, Outreach staff will send to the site a summary report of the visit, including recommendations for follow-up.	
	1.1.4. By May 30, 1981, the Forest Hill staff will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance report form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT
Priority Number 2

PROGRAM NAME Forest Hill School, Paducah Indep. Schools DATE October 1980 - May 1981

ADDRESS Highland Boulevard, Paducah, KY 42001

NEED Assistance in obtaining information about: a) playground equipment; b) family needs assessment; and c) written description of handicaps.

TARGET MH teacher (ages 6-22); TMH teacher (ages 5-8); Principal

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By December, 1980, the target noted above will be knowledgeable about sources of information concerning: a) playground equipment; b) family needs assessment; and c) written description of handicaps.	1.1.1. By December, 1980, Outreach staff will conduct the information search and deliver the results to the specific persons among the targets who requested them.	1.1.1. PEEEC Outreach receives the form referred to in TA Activity 1.1.2.
	1.1.2. By February 15, 1981, the Forest Hill staff will send PEEEC Outreach a completed Evaluation of Information Service report form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance Needs Assessment

~~Preschool~~ Program: Forest Hill School.
School System/Agency: Paducah Independent Schools. 282
Address: Highland Blvd., Paducah, Ky. 42001
Phone Number:
281 Date Completed: 10-14-80
Person(s) Completing Needs Assessment: name: Cind. Davis position: Primary Int. Teacher
Debbie Gardner Multi-handicapped Teacher
Outreach Staff Conducting Interview: Millican

I. Summary of program needs identified through the Technical Assistance Needs Assessment.

A. Administration and Management

Information on Playground - Characteristics

B. Services to Children

How to's - Pre-Speech

Eye Contact / Attention Span

Teacher-made materials

Visual Impairment

How to Decrease Inappropriate Behaviors.

C. Services to Parents

D. Staff Development

Family Needs Assessment

Task Analysis

Appropriate Assessments

Material Selection

Room Arrangement

Lesson Plans / Resources.

II. Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Forest Hills School (Paducah Ind.) Location Paducah, KY

Contact Person Cindy Davis/Debbie Jackson Position Primary TMH Class/MH Class

Address 700 Highland Blvd.
Paducah, KY 42001

Date of Consultation October 1980 to May, 1981

Outreach Staff Jerri Millican Position Instructional Resource Coordinator

Summary of Consultation: Six visits were made to the two classes at Forest Hills School during a period of eight months. Activities included observation of students, working with students, and discussing needs of the class with the teacher. The needs varied from visit to visit. Some of the needs were: pre-speech skills, feeding skills, task analysis, teacher-made materials, language development, etc. An attempt was made to meet the needs by making recommendations and/or locating resources.

Recommendations:

1. Develop a more structured language area of the curriculum; in particular, for the students who need to learn how to respond more appropriately. (Outreach staff is attempting to locate a program/programs to meet this need.)
2. In Mrs. Davis's class, the students are well-structured to play independently while the teacher or aide work individually or with small groups. Next year, expand upon this training and gradually develop activities that will help the students to achieve their goals.
   Example: 1. Match pictures to objects.
   2. Sorting activities - color, size, shape.
   3. Chalkboard activities.
   Simple contracts could be used to reinforce working independently. It's Positively Fun (Love Publications, Denver, CO) has some good ideas.
3. Review of task analysis. Since children being enrolled are more severely handicapped, task analysis will have to be used more often to meet the needs of the child. Outreach staff was not able to meet this need as thoroughly as desired due to many factors.

aterials Loaned:

BCA Preschool Teacher Made Materials
2 Teacher-made Materials Books
Fairbanks-Robinson Program
kill Builder Blocks
2 Step Sequence Cards
Lottino
TALK, TALK, TALK
ctivities for Young Children
Early Brigance
ssorted Puzzles
Teaching Research Curriculum
Feeding Problems Book
Color Book
ee & Know Games
Assorted Arts & Crafts Books

Materials Given:

Pre-scissor skills
Clinch-Powell Toy
Handout
2 Strategies Books
Assorted Handouts
Family Manual will be sent

ollow-Up:

If PEEEC-Outreach is funded for the 1981-1982 school year, Outreach services will be available if requested.

TODD COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance Needs Assessment

Preschool Program: ____________________

School System/Agency: Todd Co. Schools

Address: Elkton, Ky. Elkton Ele. School

Phone Number: ____________________

Date Completed: 10-28-80

Person(s) Completing Needs Assessment: name: Charlotte Morris position: EMH Teacher

Outreach Staff Conducting Interview: Millican

Number of children - 15
ages 6-11

Recent needs identified - child [illegible] problems

I. Summary of program needs identified through the Technical Assistance Needs Assessment.

A. Administration and Management

B. Services to Children

appropriate program for one child in particular

C. Services to Parents

Specific Stratetgties - for problem parent

D. Staff Development

Appropriate planning / materials / program for multi-handicapped child

II. Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.

Little or no independent work skills / behaviors

Poor Gross Motor Skill - Walking

Perceptual Mo Sequencing.

Fine motor - Feeding / Visual Motor Problem

Language - dyarthia (sp.)

Ontask Behavior / Attention Span

Child - Developmentally

Memorandum of Agreement

Between

PEEEC Outreach
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

and

Elkton Elementary School
Elkton, Kentucky 42220

1
Number of TA Agreements enclosed

1/9/81
Bob Kibler Date
Co-Director, PEEEC Outreach

Waldo Wolfe, Principal Date
Elkton Elementary School

cc: Rita Dillingham
Guidance Counselor
Elkton Elementary School

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH

WEST KENTUCKY EDUCATIONAL COOPERATIVE

TECHNICAL ASSISTANCE AGREEMENT

Priority Number 1

PROGRAM NAME Elkton Elementary School, Todd Co. Schools DATE October 1980 - May 1981

ADDRESS Elkton, Ky. 42220

NEED Assistance in developing an instructional program for one MH child.

TARGET Primary EMH teacher

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION AND DOCUMENTATION
1.1. By May, 1981, the Elkton teacher will be knowledgeable about developing an instructional program for the identified child.	1.1.1. By May, 1981, Outreach staff (J. Millican) will visit the elementary site for seven (7), one-half day visits to provide training and technical assistance in: a) appropriate assessment; b) appropriate equipment; c) IEP development; d) lesson plan development; e) integration of child into the classroom curriculum; and f) task analysis.	1.1.1. PEEEC Outreach has on file a copy of the summary report of the visits referred to in TA Activity 1.1.2.
	1.1.2. By May 30, 1981, Outreach staff will send to the site a summary report of the visits, including recommendations for folow-up.	1.1.2. PEEEC Outreach receives the evaluation report referred to in TA Activity 1.1.3.

TECHNICAL ASSISTANCE OBJECTIVES	TECHNICAL ASSISTANCE ACTIVITIES	TECHNICAL ASSISTANCE EVALUATION OR DOCUMENTATION
	1.1.3. By May 30, 1981, the Elkton Elementary teacher will send PEEEC Outreach a completed Evaluation of Training/Technical Assistance report form.	

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Primary EMH Class **Location** Elkton, Kentucky

Contact Person Charlotte Morrow **Position** Primary EMH Teacher

Address Elkton Elementary School **Date of Consultation** October-May, 7 visits

Elkton, KY 42220

Outreach Staff Jerri Millican **Position** Instructional Resource Coordinator

Summary of Consultation: The Outreach staff visited the Primary EMH class on seven half-day sessions from October to May. During these visits, training and technical assistance was provided in the following areas: appropriate assessment, appropriate equipment, IEP development, lesson plan development, integration of child into the classroom curriculum, task analysis and appropriate teaching strategies. These recommendations were mainly based on the needs of one child placed in the class. The child has physical problems that required different teaching methods.

Recommendations: For Fall, 1981

1. Reassess the child (Wendy), using an appropriate assessment instrument (Early Brigance, LAP-D, HELP, etc.) in the fall of 1981.
2. Obtain recommendations from physical therapist concerning exercises and activities that can be incorporated into the school day.
3. Gross Motor Development is the most important area of concern at this time. If the child doesn't improve in this area, her fine motor skills will never develop. Thus, a gross motor program should be developed and implemented daily.
4. Fine Motor Development. The child is not ready or able to do paperwork. She should write on large, unlined paper or chalkboard with large pencils, chalk, or markers. Other activities to develop fine motor skills should be used often, such as: manipulating hardware, working with clay, and picking up objects with tweezers.
5. The child has excellent receptive language. Her expressive language is improving. She has a good memory and good auditory skills. Teach to these strong points. Don't dwell on what she can't do.
6. Use alternative methods of teaching for the child that will help her succeed. Example: If the goal is to sequence numbers 1-20, instead of writing the numbers in sequence, have the child place large number cards in sequence.
7. Task Analysis of skills is recommended to pinpoint areas of difficulty for the child.
8. Incorporate these suggestions into an appropriate program.

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN

West Kentucky Educational Cooperative

SUMMARY REPORT OF OUTREACH SERVICES

Program Primary EMH Class **Location** Elkton, Kentucky

Contact Person Charlotte Morrow **Position** Primary EMH Teacher

Address Elkton Elementary School **Date of Consultation** October-May, 7 visits

Elkton, KY 42220

Outreach Staff Jerri Millican **Position** Instructional Resource Coordinator

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6. Use alternative methods of teaching for the child that will help her succeed. Example: If the goal is to sequence numbers 1-20, instead of writing the numbers in sequence, have the child place large number cards in sequence.
7. Task Analysis of skills is recommended to pinpoint areas of difficulty for the child.
8. Incorporate these suggestions into an appropriate program.

Materials Loaned:

Fairbanks-Robinson
Program-Level One
Sorting Box
Pegboard, Pegs
Large Knobbed Puzzle
Stencils/Assorted Puzzles
Threading Spool
Color Activities & Materials
Dubnoff Materials
Road Manter Materials
Assorted Workbooks
Early Brigance 0-7
Perceptual Motor Development Series
DLM Spirit Master Body Parts
Assorted Teacher Resource Book
Other Miscellaneous materials

Materials Given:

1 Set of PEEEC Manuals
Assorted Handouts - describing activities to use with Wendy
Strategies Book
Copies of Project Memphis Lesson Plans
Miscellaneous Worksheets
Hand Use Handout

Follow-Up:

1. If PEEEC Outreach is funded for 1981-1982 school year, services will be available to the teacher.
2. If PEEEC Outreach is not funded, a list of recommended activities and materials for the identified child will be developed, if requested by June 15, 1981. Outreach funding ends June 30, 1981.

UNION COUNTY

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN - OUTREACH
WEST KENTUCKY EDUCATIONAL COOPERATIVE

Preschool Special Education Program Technical Assistance Needs Assessment

Preschool Program: Multi-handicapped Primary Unit

School System/Agency: Union County

Address: Grant St. Sturgis, KY 42459

Phone Number: 502-333-4088

Date Completed: 10/10/80

Person(s) Completing Needs Assessment: name: Faye Timmons position: Teacher

Polly Lou Voss Teacher

Outreach Staff Conducting Interview:

I. Summary of program needs identified through the Technical Assistance Needs Assessment.

A. Administration and Management

Evaluation Planning: A System for Collecting, storing and retrieving evaluation data.

B. Services to Children

Sufficient and appropriate curriculum material are in process of being acquired.

C. Services to Parents

The needs of parents have been partially determined, as well as procedures for providing direct service.

D. Staff Development

The major need stems around assessment.

II. Summary of program needs identified through general discussion or specific request for PEEEC Outreach assistance.

Our major need which involve most of the above is for assistance in obtaining information, material and knowledge for working with a possibly autistic child with some severe behavior difficulties.

Christian Co.

[illegible]

PEEEC OUTREACH

West Kentucky Educational Cooperative

EVALUATION OF TRAINING/TECHNICAL ASSISTANCE

PURPOSE: We would appreciate information from you and your staff concerning the recent consultation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/classes (that have been provided assistance) to determine our current effectiveness and improve future consultations. A summary of the data from all projects/classes that we work with will be included in our annual report to the U.S. Office of Education, who provides funding for our Outreach Services. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. Thank you very much for your time and thoughtfulness.

Agency: ______________________________ Outreach Staff:

Project/Class: _________________________ ______________________

Dates: _______________________________ ______________________

Identified Technical Assistance Need: ______________________________

____

____

Objective of the assistance provided: ______________________________

____

____

Summary of the consultation activity: ______________________________

____

____

COMPILED FROM:

Caldwell County
Hopkins County
Calloway County
Paducah Independent

Livingston County
Christian County
Todd County

Ashland Independent
Muhlenberg County
Henry County

I. QUALITY OF THE CONSULTATION: The following is a summary of ten counties evaluations.

A. The Consultant:	Excep-tional	Excellent	Good	Average	Below Average	Unsatis-factory
1. Expertise in the area you requested assistance.	4	5	2	0	0	0
2. Preparedness to work with you.	6	3	2	0	0	0
3. Attention to your specific identified technical assistance need or objective.	4	3	[illegible]	0	0	0
4. Ability to relate well to you and your staff.	8	3	0	0	0	0

5. Would you recommend the consultant who worked with you to other projects/classes with a similar need to yours?

No _____ Yes, with reservations _____ Yes 11

B. The Total Consultation Activity:	Excep-tional	Excellent	Good	Average	Below Average	Unsatis-factory
1. The organization of the consultation.	4	3	3	1	0	0
2. The relevance of the content to your project's/class' needs.	5	4	2	0	0	0
3. The thoroughness of the content in relation to your need.	5	2	4	0	0	0
4. The usefulness of the consultation to your project/class.	5	2	3	1	0	0
5. Your overall satisfaction with the consultation.	5	5	1	0	0	0

II. DESCRIPTION OF THE CONSULTATION ACCOMPLISHMENTS: In the space below, briefly describe what you believe to be the important accomplishment(s) of the consultation.

A. What were the major accomplishments of the consultation?

1. ____

____

2. ____

____

3. ____

____

4. ____

____

B. Did the consultation meet the technical assistance needs listed on the front page of this form? See summary for explaination   No 1   Yes 9

C. Does your project/class still have a need for technical assistance in this area?   No 4   Yes 7

III. REVIEW OF PEEEC PROCEDURES: Please answer the following questions in the space provided.

A. Was PEEEC's planning of the consultation adequate to allow you to to (a) determine the purpose and content of the consultation and (b) properly schedule the consultant's visit?

Please Check

(a) No ___   Yes 11

(b) No ___   Yes 11

If Yes, what aspects of the process were most useful? ____________

____

____

If No, what additional assistance from PEEEC would have been helpful? ____________________________

____

____

B. Were PEEEC procedures for arranging the consultation convenient for your and/or your staff?   No ___   Yes 11

If No, what were inconvenient aspects? ____________________

____

____

C. Was the consultation held at a time when its particular content or assistance was useful to your project/class? No 1 Yes 10

If Yes, how did the scheduling match your project's/class' need?

If No, what would have been a convenient time? Why?

D. Was "consultation" (for training/technical assistance) a good method for meeting your project's/class' need in this particular area? No Yes 11

If Yes, what aspects of the "consultation" were particularly useful?

If No, what other type(s) of assistance would have been more helpful to your project/class? Why?

E. Was the follow-up to your training/technical assistance (i.e., report from consultant and/or contact from PEEEC) adequate? No Yes 10

If Yes, what aspects of the follow-up were particularly useful? additional printed resources

If No, what other types of follow-up would have been helpful?

ADDITIONAL COMMENTS (regarding the procedures used in providing the assistance):

IV. EVALUATION FORM:

Does this form capture all of your major opinions regarding the consultation? No ___ Yes 11

If No, what additional information would you wish to provide (please list briefly): ____________________

____

____

COMMENTS (regarding this form): ____________________

____

____

____

Person completing form: ____________________
(Name)

____
(Staff Position)

Return to:
PEEEC Outreach
West Ky. Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

COMMENTS

EVALUATION OF TRAINING/TECHNICAL ASSISTANCE

I.B. I think the consultant was well qualified. Her consultation was a great help to me. I feel that she would be highly beneficial in helping certain teachers in the fall.

The usefulness was hampered due to the child whom we primarily talked about being withdrawn from the system. Otherwise, it would have been very helpful

II.A. 1. We were able to find students needing our services through the preschool screening which PEEEC Outreach loaned materials for and helped evaluate and organize.
2. We were able to make a smooth transition from PEEEC to our school system using intake procedures from PEEEC and our forms.
3. Better planning for students goals and techniques for working with children with special problems, ex. nonverbal and emotionally disturbed child.

1. Writing of grant proposal.
2. Provided information and needs for special students in special classes.
3. Updating of folders, IEP, and sample forms to be used if needed. All helping with bookwork.
4. Approaches to be used in class operation and behavior modification.
5. Introduced me to contact people who have also given much assistance.

1. I was prepared about the classroom and the children before school started in the fall.
2. I was given the idea books, texts, curriculum, etc. to help out.
3 Scheduling ideas were also a great help. Parent assistance too.

1. Recommendations of specific materials to meet individual needs.
2. Provided materials for use in the classroom.
3. Recommendations of specific teaching strategies.

1. Giving us needed information and help in a field I am not too well trained in.

1. Suggested assessment tools to use with the children.
2. Good ideas on better teaching strategies.
3. Suggestions on where to get help for P.E. exercises.

1. It enabled me to develop techniques to help the child to try and overcome her physical handicap.
2. The consultation helped me to be able to work and cope with the parents of the child.
3. The development of the I.E.P. enabled me to use and develop different materials to suit the child's needs.
4. It provided me with different methods of integrating the child in activities with the other students.

1. Awareness raised regarding optional curricula for severely handicapped.
2. Provision of variety of printed materials for review and use.

II.A. 1. Put me in touch with some helpful materials immedistely.
2. Gave me access to purchasing additional appropriate materials.
3. Specific recommendations on altering some goals in feeding/toileting for a student.

1. Excellent resources were made available to us, curriculum espcially useful.

1. Teaching strategies for individual child.
2. Discipline and behavior control tactics of child.
3. Recommendations for child's program.

II.B. See summary for explaination

III.A. I felt a need for consultation, I was able to let Jerri know what I needed help with. She gather materials and came to my aid.

Agreement before visit as to needs. She was always prepared to give, advise and show how.

The planning was done prior to school opening in the fall.

The visits were scheduled on a monthly basis giving us time to consider the areas we needed assistance.

Being able to discuss problems with consultant and having her try to provide a solution to some of them.

Written technical assistance agreement prior to visit as result of needs assessment.

III.C. When we needed assistance getting a program for parents of our students started, Judy Adams came and helped us identify areas of needs our parents had. She made suggestions and was very helpful.

Most beneficial.

Scheduling usually matched our needs when we requested it. Jerri was usually available when I needed her and when she was out of town, she let me know.

She came early enough in the morning so we could consult with her before the children arrived; then she stayed all day and worked personally with the children so she could better see what our needs were.

The consultant was able to observe the child and work with the child. After working with her, the consultant provided information and material to work with the child.

The first day of the two day visit we had to work without students to discuss meterials and concerns followed by the second day of trying some of the activities.

Needed to be scheduled earlier in the year-which it was, but had to be cancelled by classroom teacher.

Private consultation before child arrived and observation during the child's normal routine.

RFP had just been received for continuation of project.

III.D. She met with the parents and me and offered suggestions. She also spent time talking with me on methods of working with reluctant parents.

She met with teachers but also in classroom enough time to know children and most of their parents.

Each individual child's background, Personal background ideas from the consultant, Consultant was easy to get along with, pleasant.

She brought us up to date on new methods and trends that have developed since we started teaching. She also suggested things she had experienced personally.

The consultant's knowledge of working with the physically handicap. She explained and demonstrated to me methods to work with the child on.

The consultants knew by direct observation the abilities of the students and provided access to appropriate books and materials.

However, the consultation did not need to be a week long.

Each recommendation was discussed thoroughly. During consultation, my opinions and suggestions were accepted also.

Sharing of personal expertise and written documents.

III.E. Every request in regard to needs for each student was sent immediately, and it was most beneficial.

The recommendations will be a great deal of help to the child's new teacher next year.

After follow-up, I could continue to ask for consultation if needed, and receive new materials and aids for teaching child. The materials, articles, and teaching aids were a great asset. I could tell research had been done for my own individual needs and it is a very organized program.

Additional printed resources.

ADDITIONAL COMMENTS:

Whenever we needed assistance we felt it was a phone call away. Many times, PEEEC Outreach checked in with us to see how they could help. They provided us with many materials we needed.

The materials that were loaned to me during the period of time provided much help to the child and some of the other students.

IV. COMMENTS:

As a first year teacher, it was an enjoyable and rewarding experience working with the children and PEEEC. Thank you.

It in no way expresses how much help was given Hopkins County School System School year 1980-1981.

APPENDIX C

PEEEC OUTREACH BROCHURES DISTRIBUTED

JULY 1980 - JUNE 1981

Lansdowne MH/MR Center - Ashland, Ky.	7
Cumberland Comprehensive Care Center - Corbin, Ky.	5
Pennyroyal MH/MR Center - Hopkinsville, Ky.	20
Area Diagnostic Center College of Education Western Ky University Bowling Green, Ky.	8
Department of Human Resources Division of Community Services for Mental Retardation - Frankfort, Ky.	85
University of Louisville, Class-Extension, Carrollton, Ky.	25
School district Administrators - WKEC	60
Teachers	25
Aides	15
Trover Clinic - Madisonville, Ky.	6
Murray Headstart	8
Louisville Headstart Workshop	35
Morehead Headstart Workshop	11
State CEC Conference - Louisville, Ky.	35
KIK Summer Conference	25
KIK Spring Conference - Louisville, Ky.	35
Nashville Screening Workshop	35
Spring Retreat - Kenlake State Park, Aurora, Ky.	40
Preschool Program from other states	15
Visitors	15
West Ky. Diagnostic Center	50
Earth Day Community Information booth	15
TOTAL	595

DEMONSTRATION BROCHURES

Cumberland Comprehensive Care Center - Corbin, Ky.	5
Preschool Programs in other states	5
Earth Day Community Information Booth	15
TOTAL	25

****

OUTREACH REQUESTS FOR SERVICES

JULY 1980 - JUNE 1981

	Referral From Other Agencies	Presentations	Other
Telephone	3	1	1
Letter/Outreach Request Form	6	24	10
In Person	3	23	3
TOTAL	12	48	14

****

Referrals from agencies: WKEC Director
WKDC Staff
DHR

SUMMARY OF PEEEC INFORMATION MATERIALS & PRODUCTS DISTRIBUTED

JULY 1980 - JUNE 1981

MATERIAL/PRODUCT	TEACHERS	AIDES	ADMINISTRATORS	UNIVERSITY STUDENTS/STAFF	TOTAL
PEEEC Packet (Gross Motor, Fine Motor & Language Handouts; Suggested Materials for the Classroom, also, Outreach Information)	20	1			21
Headstart Workshop Parental & Child Rights to P. L. 94:142 Packet	1		10	1	12
Headstart Screening Diagnosis and Assessment Workshop Handouts			26		26
Headstart Conference Handouts - Integration of Handicapped Children into the Mainstream	11				11
Newsletter - First Words					425 4 x yea
Outreach Brochure					595
Demonstration Brochure					25
Articles: Special Needs Newsbrief* August 1980 - Overview of Outreach Services January 1981 - Preschool Screening Services * The newsletter for the Head Start State Training Office					152 x 4 time a year

ANNOUNCEMENTS

Visitation of N.Y. Programs
Scheduled for CEC

During your visit to New York, a special experience has been designed for DEC members!

Dr. Frieda Spivack, Director of Developmental Infant Programs in Homes and Hosptials, is coordinating a day of visitation to programs serving young handicapped children in the New York area.

The visits to designated centers is scheduled for Thursday, April 17.

For further information regarding VISITATION DAY, consult your CEC Conference Program or contact:

Frieda Spivack, Ph.D.
Kingsbrook Jewish Medical Center
Room 374
Rutland Road and East 49th Street
Brooklyn, New York 11220

* * *

ALL DEC MEMBERS

Are Invited to A

Complimentary Wine and Cheese Party

in the

DEC President's Suite

Sheraton Centre Hotel

Tuesday Night

April 14, 1981

8:00 - 10:00 p.m.

* * *

Short Course-Announcement

March 23-26, 1981 Fifteenth offering of "Infant Enrichment Through Mother Training" short course. For further information wirte Infant Stimulation Mother Training Program, U.C. College of Medicine, Department of Pediatrics, 2[illegible] Bethesda Avenue, Cincinnati, Ohio 45267 or call Shirley Sizemore at 513-872-5[illegible]1.

* * *

Spring Retreat Planned in Early Childhood Special Education

A cooperative arrangement between two Universities and a First Chance Outreach Project is resulting in a Spring retreat for students and faculty in Early Childhood Special Education. The retreat will be held at Kenlake State Park in Auror, Kentucky on May 1, 2 and 3.

The structure of the program includes a general session on Friday evening, concurrent workshops on Saturday, and cracker barrell sessions on Sunday morning. Students and faculty are invited to send proposals for brief presentations. This is an opportunity for faculty to share new information with colleagues and students from other Universities. It is also an opportunity for graduate students to present their work in an informal setting.

The areas for which presenters are being solicited are: Research Theatre, Program Models for Training and Direct Service, Innovative Practices in Services to Infants, and Innovative Practices in Services to Preschoolers. Prospective presenters are encouraged to send a one page proposal to Dr. Warren Umansky, 570 Aderhold Hall, University of Georgia, Athens, Georgia 30602.

Many additional activities also are being planned. Kenlake State Park is one of the finest recreational areas in Western Kentucky. Located at Land Between the Lakes, it offers many land and water sports which will be available to participants of Spring retreat.

A Job Placement Service will be offered, as well. Individuals who have jobs to offer should send an announcement to Mr. Robert Kibler, P.E.E.E.C. Outreach, Special Educatio Building, Murray State University, Murray, Kentucky 42071.

A stipend will be given to each participant and presenter to help cover travel, meals, and lodging. Faculty members of University Early Childhood Special Education Programs are encouraged to bring students to the retreat. In addition, individuals in direct service programs may submit proposals to present. Prospective participants should contact Dr. Warren Umansky at the University of Georgia, 404/542-1685. Dr. David Franks, University of Wisconsin-Whitewater, is also on the planning committee for the Spring Retreat in Early Childhood Special Education.

DEC Communicator Volume 7, Number 2. Spring 1981.

The Council for Exceptional Children - The Division For Early Childhood.

Early Childhood Special Education Retreat

Kenlake State Park

Hardin, Kentucky

May 1-3, 1981

WELCOME TO KENLAKE STATE PARK

Friday May 1	Registration Recreational facilities open for your pleasure.	Main Lobby	noon-5:00 p.m.
	Dinner (on your own)	Lodge, cottage, or Aurora	
	General Session	Patio Room	7:30-9:00 p.m.

Welcome and Introductions

Panel Presentation: "Preschool Special Education Services in Kentucky"

Participants:

Marge Allan, Community Services Representative
Division of Mental Retardation
Kentucky Department of Human Resources

Betty Bright, Special Projects Director
Bureau of Education for Exceptional Children
Kentucky Department of Education

Dr. Harry VonTobel, Developmental Pediatrician
Trover Clinic
Madisonville, Kentucky

Leslie Weigle, Child Development Specialist
Kentucky Head Start
Training and Technical Assistance Service

Flonnia ~~Taylor, Director~~
~~3rd Year HCEEP Demonstration Project~~
~~United Cerebral Palsy of the Bluegrass, Inc.~~
~~Lexington, Kentucky~~

Mark Drum, Project Director
1st Year HCEEP Outreach Project
Brescia College
Owensboro, Kentucky

Bob Kibler, Co-Director
1st Year HCEEP Outreach Project
West Kentucky Educational Cooperative
Murray, Kentucky

	Hospitality Suite	Meeting Room	9:00-11:00 p.m

Saturday
May 2

Breakfast (On your own) Lodge or Cottage

Research Theatre T.B.A. 9:00-12:00 noon

Dr. Elizabeth Blodgett (MSU): "Facilitating early mother-child communicative interaction in normal and disordered dyads."

Ms. Margaret McClure (MSU): "Mother-child communicative interaction: A look at factors affecting mothers' use of baby talk."

Dr. Jeanette Walker (U. of I): "Reflections on parent-child interaction research."

Ms. Susan McPherson (MSU): "A descriptive analysis of early mother-infant face-to-face interaction."

Ms. Vivian Correa (PC of VU): "Contingent stimulation of infant vocalization rates in Down's Syndrome and normal infants: A reevaluation."

Ms. Chris Snyder and Dr. Warren Umansky (U. of Ga): "The outcome of high risk infants."

Program Models for Service Delivery and Training T.B.A. 9:00-12:00 noon

Ms. Susan Trask, Ms. Betsy Hayes, Ms. Ann Pomerance, Ms. Wendy Sanders (U. of Ga): "Total communication in a preschool classroom."

~~Dr. Robert Monahan, et.al. (USC): "Using a parent-child-sibling model as a teaching tool."~~

Dr. ~~David Franke (UW-EC):~~ "A spiral curriculum model: Early childhood ~~- handicapped preservice teacher training.~~"

~~Ms. Kathie Kress, Ms. Carol Rudebeck, Ms. Nancy Beilke (UW-W): "An onsite model for retraining of EC-EEN teachers."~~

Lunch (on your own) Cabin or lodge noon-1:30 p.m.

Training and Program Administration T.B.A. 1:30-4:00 p.m.

~~Dr. Richard Lee (UW-W): "An early childhood-handicapped preservice training field experience model."~~

~~Dr. David Franke (UW-EC): "An early childhood-handicapped preservice training competency-based evaluation system."~~

Dr. David Sexton, Dr. Michael Kelley, et.al. ([illegible]U): Topic to be announced.

Innovative Program Practices T.B.A. 1:30-4:00 p.m.

Dr. Patricia Hutinger, et.al. (WIU): "Early childhood education for the handicapped: Special study."

Dr. Jeanette Walker, et.al. (U. of I): "The U. of I. center-based infant program."

Ms. Vivian Correa (PC of VU): "Rural educational clinics: The family, infant and toddler project model for intervention with young handicapped children and their families."

Crackerbarrell

Dinner - cookout Kenlake State Park 6:30 p.m.
Hosts: P.E.E.E.C. Staff and Students

Sunday
May 3

Tour: Land Between the Lakes 8:30-noon

Departure

* * * * * * * * * * * * *

Participants represent none universities: Murray State University, Peabody College of Vanderbilt University, Western Illinois University, Auburn University, University of Wisconsin-Whitewater, University of Wisconsin-Eau Claire, University of Illinois, University of South Carolina, and University of Georgia.

7

Retreat Planning Committee

Judy Adams, Project for Early Education of Exceptional Children (P.E.E.E.C.), Murray, Kentucky

Dave Franks, University of Wisconsin-Eau Claire

Warren Umansky, University of Georgia

Special thanks to Bob Kibler and his staff at P.E.E.E.C., and to Viola Miller, her faculty and SCEC members at Murray State University for hosting this event and planning many of the activities.

Education and Related Services for Young Children With Special Needs in Rural America

Introduction

Robert G. Kibler, M.A.
Division for Early Childhood Session Leader

Outreach Project For Early Education of Exceptional Children
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 72071

April, 1981

These papers were presented at the annual meeting of The Division for Early Childhood of the Council For Exceptional Children, New York City April 14, 1981.

INTRODUCTION

Three aspects of rural early education and related services for young children with handicaps are examined in this series of presentations. The individual papers deal with inservice training, delivering services, and replicating/evaluating programs in rural settings. Each of these approaches bring young children with special needs together with professionals in three different rural areas of the country.

These papers were selected for presentation due to their relevance to the purpose and goals of the Office of Special Education's (OSE) Handicapped Children's Early Education Program (HCEEP), the Outreach Project for Early Education of Exceptional Children (PEEEC Outreach), and the HCEEP Project's RURAL NETWORK.

PEEEC Outreach is one of the projects of the West Kentucky Educational Cooperative (WKEC) which serves special needs children and their families in rural Western Kentucky. WKEC is made up of 23 public school districts, the Owensboro Diocese Schools and Murray State University. PEEEC Outreach is currently in its first year of the Outreach phase. Outreach services for agencies and professionals are based on the model for three to eight year old children with multihandicaps and their families which was developed during the three year demonstration phase of PEEEC (1977-1980).

The PEEEC Demonstartion model is characterized by services to children including public school preschool screening of children beginning at age two and one half; diagnostic prescriptive teaching; center or home based intervention; integration into school-aged programs with follow-up; teacher implemented individualized parent services; and demonstration and dissemination services which included inservice training, and training for university students. The PEEEC Outreach services are designed to assist other agencies in developing or expanding programs for young children or families based on the PEEEC model. Demonstration Dissemination and Training/Technical Assistance services are offered. Outreach assistance is provided for WKEC school districts, several of the Kentucky's Individualized Kindergarten's (KIK) projects, Head Start Centers, and Mental Health/Mental Retardation Centers serving young children.

PEEEC Outreach staff actively participate in the work of the HCEEP RURAL NETWORK. Rural HCEEP projects developed this network in response to several needs which included:

- Improving the quality of services available to the young handicapped children in rural America.
- Increasing educational opportunities for this population.
- Exchanging information about problems in service delivery of the uniquely rural nature and sharing effective solutions to those problems.
- Providing a voice for Rural America's young handicapped children.

Each of the papers which follow focus on different aspects of early intervention for young children with special needs, all of which have been faced by rural programs everywhere. The individual papers provide information which is helpful in furthering the work being carried out by PEEEC Outreach and the projects comprising the HCEEP RURAL NETWORK.

Stephen Stile presents a paper developed along with Tim Pettiborne on an inservice training model for personnel serving handicapped preschoolers. Major steps involved in the delivery of inservice in rural New Mexico are described along with the results of this project to date according to the Discrepancy Evaluation Model. This paper relates to PEEEC Outreach in terms of efforts by Outreach staff to provide inservice training for professionals currently working in Kentucky. The implications for

HCEEP RURAL NETWORK members are clear in terms of cooperative arrangements with university-based programs to foster training and retention of rural project staff members.

Issues that must be faced by rural service providers are addressed by Jamie Tucker in her paper. She contends that there are a number of issues that compound service delivery for the rural as well as urban and surburban areas, but the unique nature of the rural area makes finding solutions more complex. The issues are addressed in this paper in two parts. First, a description of Project Family Link - a home-based intervention program for young handicapped children and their families is described. Following this is a discussion of "rural realities" encountered by the home-based project which Tucker, through her work in the RURAL NETOWRK has found to be fairly universal for other rural programs as well.

Issues in implementation by replication and evaluation of rural early intervention services are outlined in the paper by Bruce Mallory. His findings were generated during an 18 month field study (1978-1979) of two rural early intervention programs in Southern Appalachia which was conducted to demonstrate one approach to qualitative, ecological program evaluation. He presents several hypothesis in heirarchical order, from an overreaching statement about the distribution of knowledge regarding a program to more particular statements about service delivery and resource allocation. Several implications for policy making are stated regarding the need for refinements in the rural early intervention service delivery system and new approaches to implement evaluating early intervention policies and programs. He cautions that any examination of the issues upon which his recommendations are built must take into consideration the ecological variables that affect policy development and implementation.

Through an examination of the three aspects of rural early education and related services presented here, successful approaches to providing high quality serivces are brought to light. In each aspect described it becomes clear how people in rural areas have dealt with the problems of inservice training "rural realities," in service delivery, and ecological variables affecting replication and evaluation. There are indeed a set of circumstances, as described in these papers, affecting early intervention which are of a uniquely rural nature. These all have affected the work of PEEEC Outreach in Kentucky as well as the HCEEP RURAL NETWORK Projects and rural programs in general. The information which follows then is presented in an attempt to meet the need identified by the HCEEP RURAL NETWORK for exchanging information about problems of a uniquely rural nature and sharing effective solutions to those problems.

A University-Based Inservice Training Model for Personnel Serving Handicapped Preschoolers, Toddlers and Infants in Rural Areas

As Karnes (1975) has pointed out, teachers who have been trained to work with normal young children (early childhood certification) or with older handicapped children (special education certification) are often unprepared to assume the multiple responsibilities of the teacher of preschool handicapped children. Such a teacher "is often a diagnostician, curriculum developer, manager and team leader, parent worker, trainer of volunteers and paraprofessionals, and public relations expert" (p.81). In addition, this individual is also a teacher of a unique population of children (Hirshoren & Umansky, 1977).

Prior to the 1979-1980 academic year, few (if any) formal, ongoing mechanizms existed for the delivery of inservice training for personnel serving New Mexico's preschool aged (0-6) handicpaped population. Therefore, the project described in this paper was proposed and subsequently funded by the Bureau of Education for the Handicapped (BEH) effective June 1, 1979. The project is presently in the second year of a three-year cycle.

The following severn thrusts were proposed in response to the state's rural-remoteness (i.e., New Mexico ranks fifth geographically and thirty-seventh in population).

1. "School specific" on-site training by project staff.
2. University-based summer traineeships for one individual selected from each of New Mexico's 32 counties (see Appendix A).

3. Field-based follow-up to summer training on special study basis.

4. Regional workshops.

5. Field-based service activities within home counties by former summer trainees.

6. Linkage with the Educational Resources Information Center's Clearinghouse on Rural Education and Small Schools (ERIC/CRESS.

7. Establishment of a training materials collection at NMSU. Subsequent budget negotiations with the funding agency resulted in (a) elimination of the on-site field-based training, and (b) reduction from 32 to 28 counties served in the university-based summer training component.

Procedure

Figure 1 graphically describes the seven major steps involved in the university-based inservice training model. These steps are also described in narrative form in the following seven subsections.

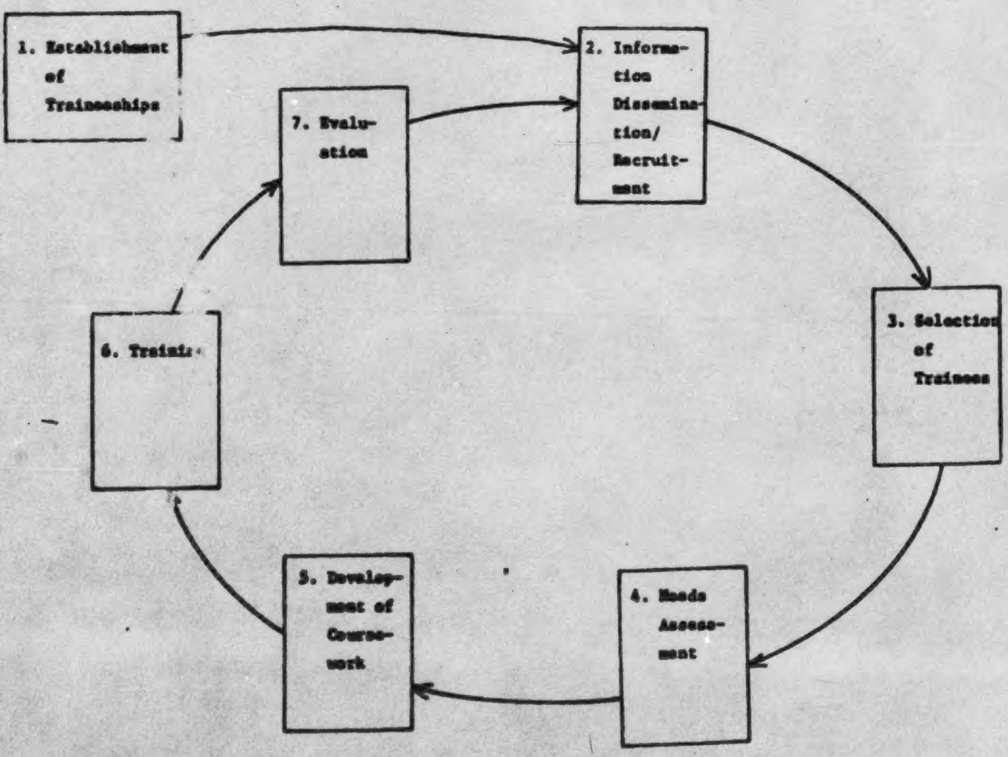
1. Establishment of Traineeships
2. Information Dissemination/ Recruitment
3. Selection of Trainees
4. Needs Assessment
5. Development of Coursework
6. Training
7. Evaluation

Figure 1. Major steps in the university-based inservice training model

1. Establishment of traineeships. Trainee in-state tuition and stipend dollar amounts were established with reference to Sections 121f.42 and 121f.50 of the Code of Federal Regulations (1978). The traineeships consist of a $75.00-a-week stipend for living expenses plus paid in-state tuition for six graduate credit hours.

2. Information dissemination/recruitment. The bulk of the summer trainee recruitment efforts have been carried out via project-developed brochures and posters. During each of the last two academic years, 1,000 brochures and 200 posters have been distributed (i.e., posted, hand-delivered, and/or mailed) to potential trainees through such agencies as the 89 local school districts, state-operated residential schools, local offices of the Division of Family Services, and Head Start programs. Additional information dissemination and/or recruitment efforts have included personal contact at professional conferences and state-wide news releases (see Appendix B).

3. Selection of trainees. A project advisory board consisting of a parent of a handicapped child, the director of the local community-based infant and preschool programs for the handicapped (Open Door[1]), the director of the NMSU Office of Indian Affairs, a professor of speech pathology, and a professor of educational administration have assisted the project staff in the trainee selection process. Trainees have been selected on the basis of the following four criteria:

Notes:

[1] Open Door, Inc., is a local community-based program which operates replication sites for the University of Wyoming's Infant Stimulation Program (WISP) and the University of Illinois' Precise Early Education for Children with Handicaps (PEECH) program. These programs are housed within the NMSU College of Education and provide practicum experiences for summer trainees.

(1) Current employment in a preschool program serving handicapped children.

(2) Acceptance by the NMSU Graduate School.

(3) Signed agreement to provide service in the home county or region (e.g., community screening).

(4) Stated need for training.

4. Needs assessment. Immediately upon selection, trainees are provided with a needs assessment instrument. This form provides the project staff with perceived training needs within the project's seven major curricular areas. For example, the spring 1980 needs assessment led to the inclusion of a session on grantsmanship and a greater emphasis upon parent involvement than originally planned.

5. Development of coursework. The summer coursework was developed around Stile's Student Competency Checklist (1978). A 1981 revision of this document (see excerpt from original document in Appendix C) is now being completed and will be submitted for inclusion in the ERIC system. The three-hour lecture class (SPED/ECED 550) and three-hour practicum (SPED 501) provide knowledge and skills within the following seven broad areas of competency:

(1) The development and use of an individualized educational program (IEP).

(2) Curriculum planning.

(3) The developmental tasks approach.

(4) Classroom/instructional management.

(5) Behavior management.

(6) Instructional materials.

(7) Miscellaneous backgroun information/skills (e.g., grantsmanship, identification and rerpoting of child abuse, bilingual/bicultural considerations, etc.)

6. Training. Campus-based inservice training is delivered during a five-week summer session. It is estimated that (including outside assignments), the number of training hours equals 200. The total hours may be broken down as follows:

(1) In-class lectures/workshops (two hours daily for five weeks = 50 hours) (see Appendix D for excerpt from course syllabus).

(2) "Hands-on" experience in PEECH/WISP programs (two hours daily for five weeks = 50 hours).

(3) Outside assignments (e.g., abstracts over very recent professional literature, etc.) (four hours daily for five weeks = 100 hours).

7. Evaluation. The Discrepancy Evaluation Model (DEM) (Yavorsky, 1976) is employed to carry out evaluation of the total project. The "Results" section below will present evaluation data from the first year. As described graphically in Figure 1, these findings are used for revision purposes in subsequent years.

Results

Table 1 describes major evaluation questions according to the DEM convention. In DEM, data gathering for revision purposes is simply a matter of determining whether a discrepancy exists between what is (achievement) and what should be (outputs). The results section is organized into the following eight subsections which relate to the outputs listed in the last column of Table 1.

Table 1

Program Design, AY: 1980-1981

Inputs	Process	Outputs
1. Project Advisory Board	1. Summer Institute: competency-based training for teachers of preschool handicapped children (five-week classroom instruction).	1. At least 14 trainees (representing 14 of New Mexico's 32 counties) selected on the basis of project eligibility criteria as outlined in recruitment brochure.
2. Project review of recent legislative mandates/state rules and regulations/applied research data for purposes of revising Student Competency Checklist, etc.	2. Summer Laboratory: four-week "hands-on" training to NMSU's preschool handicapped summer program.	2. At least 80% of the trainees rate training program at 80% (level four on a five-point Likert Scale) over all elements of each training session. (80/80 criterion)
3. Project trainees' feedback via Student Competency Checklist.	3. Field-based special problems follow-up.	3. At least 80% of campus-based trainees score 80% or better on all objective-referenced tests in seven broad areas of training. (80/80 criterion)
		4. Project staff will observe improvement in trainees' skill levels as they interact with preschool handicapped children in a laboratory situation.
		5. At least 80% of trainees contract to do follow-up special study in at least one of the seven broad competency areas.
		6. At least 80% of preschool students achieve objectives in at least two areas [illegible] 4 on laboratory IEP's.
		7. At least 80% of the trainees will provide inservice training to their home programs and/or service to their own or contiguous counties. These activities will be based upon the summer inservice training program.[2]
		8. At least 80% of the trainees will directly apply the NMSU competencies in their own programs.

---

[2] Outputs 7 and 8 were added based on feedback from the external evaluator prior to summer 1980 training.

1. DEM Output 1 (results). Subsequent to budget negotiations with the funding agency, the number of summer traineeships was reduced from 16 to 14. Recruitment and screening efforts led ultimately to the selection of 14 trainees by the Project Advisory Board. The desired output was achieved since (a) 100% of the trainees were selected on the basis of previously stated criteria, and (b) the trainees represented 14 separate counties.

2. DEM Output 2 (results). Summer trainees evaluated the training on a weekly basis using a five-point Likert Scale. Trainees were asked to rate each weekly unit (i.e., five days) of training in the following five ways:

(1) overall degree of interest (1-5)
(2) overall value (1-5)
(3) overall information of the audiovisual materials (1-5)
(4) information al value of handouts (1-5)
(5) degree to which the training provided a better basis for working with handicapped preschoolers (1-5)

Based upon the trainees' ratings over the above five areas of concern, the program successfully achieved the desired output. Trainee ratings suprassed the 80% criterion for four of the five weeks (80% of the sessions). These data are presented graphically in Figure 2

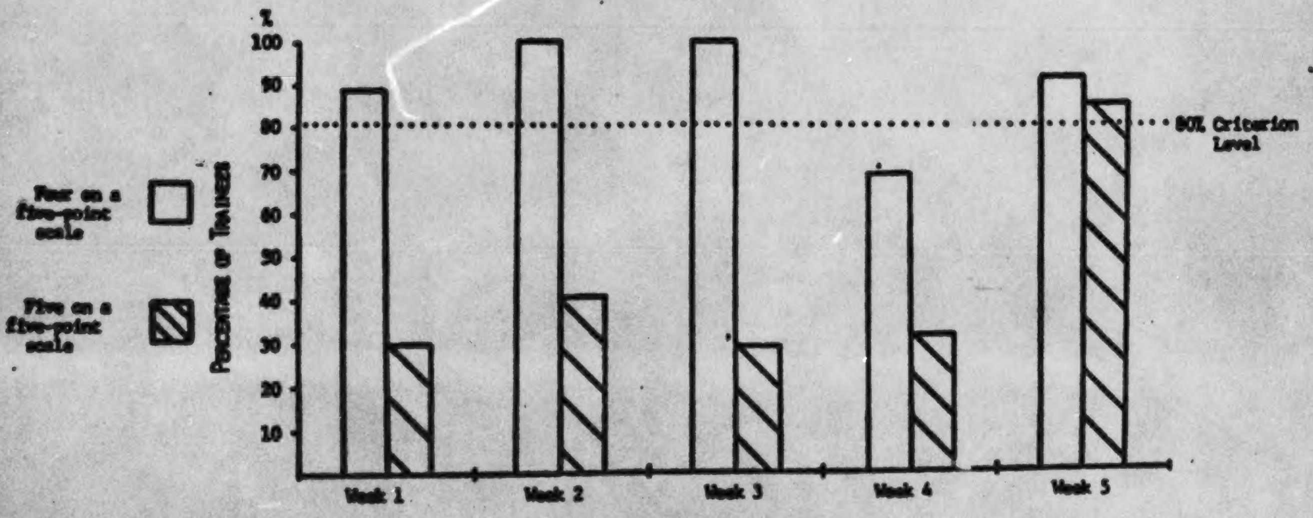

Figure 2. Ratings By Trainees of Weekly Units of Work

3. *DEM Output 3 (results)*. This output was concerned with the levels at which the 14 trainees scored on an objective-referenced posttest over the seven broad areas of competency described at the beginning of this paper. Figure 3 reveals that 100% of the trainees scored 80% or better on the posttest, thus achieving the desired output. Furthermore, 79% of the trainees scored 90% or better and trainee number six achieved the 100% level.

Since the same objective-referenced test was administered to all 14 trainees on a pretest basis, it was also possible to evaluate output 3 relative to gain scores. Figure 3 graphically indicated that 100% of the scores improved on the second administration.

Another check on the pretest-posttest gain would be to employ a one-group pretest-posttest (Borg & Gall, 1974) and to compare the pretest and posttest means for statistical significance, using a *t*-test for correlated means. The obtained *t* value of 15.66 for 13 degrees of freedom (13 *d.f.*) was statistically significant beyond the .001 level of probability ($p < .001$). As Borg and Gall (1974) have pointed out, the one-group pretest-posttest design is appropriate when (as in the present project's five-week inservice training) the interval between the pretest and posttest is relatively short, thus minimizing threats to internal validity such as history and maturation.

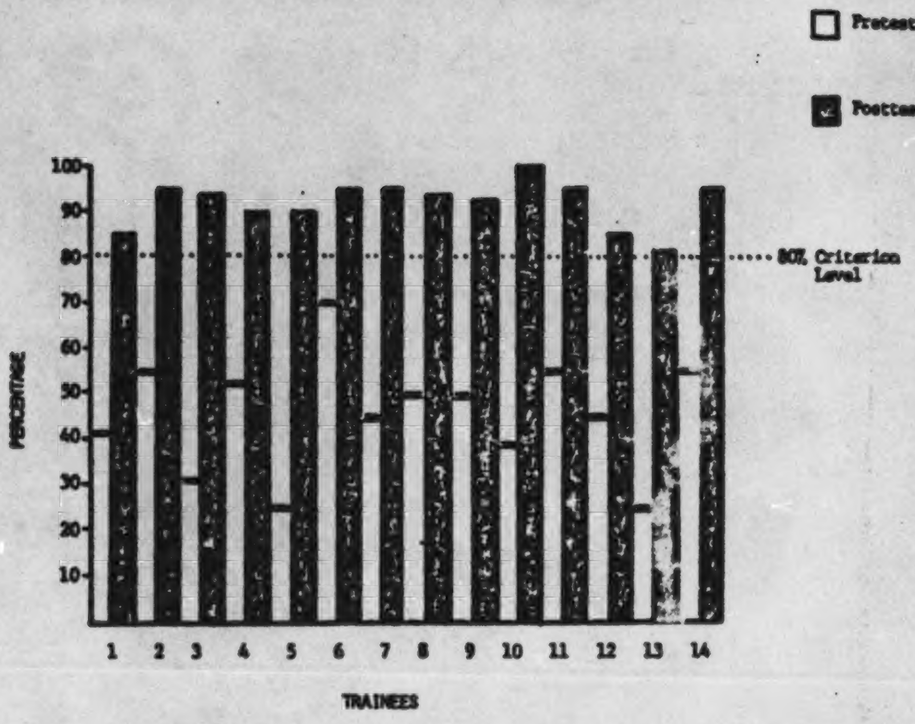

FIGURE 3. PERCENTAGE OF ACCURATE RESPONSES BY TRAINEES ON OBJECTIVE-REFERENCED PRE AND POSTTESTS

4. DEM Output 4 (results). The project staff and practicum personnel were unable to agree upon a valid and reliable observation instrument prior to the beginning of the summer 1980 inservice training and, therefore, this output was not measured. An observation instrument will be adopted/developed prior to the summer 1981 training session and data regarding this output will be reported at a later date.

5. DEM Output 5 (results). Twelve of 14 (86%) students contracted (i.e., presented approved proposals) to do a follow-up special study in their home programs within the seven broad areas of training. To date, however, only six (43% of these studies have been completed. Thus, although the stated criterion has already been surpassed, activi-

ties in this area are still undreway and /or have not yet been initiated.

6. DEM Output 6 (results). Each SPED 501 practicum participant was assigned at least one objective in each of two areas of the curriculum (e.g., language and fine motor) for their five weeks of individualized instruction with the PEECH and WISP students. Figure 4 indicated that the 80% criterion level was again surpassed (i.e., 86% of the students achieved objectives from the PEECH and WISP practicum IEP's in at least two areas of the curriculum).

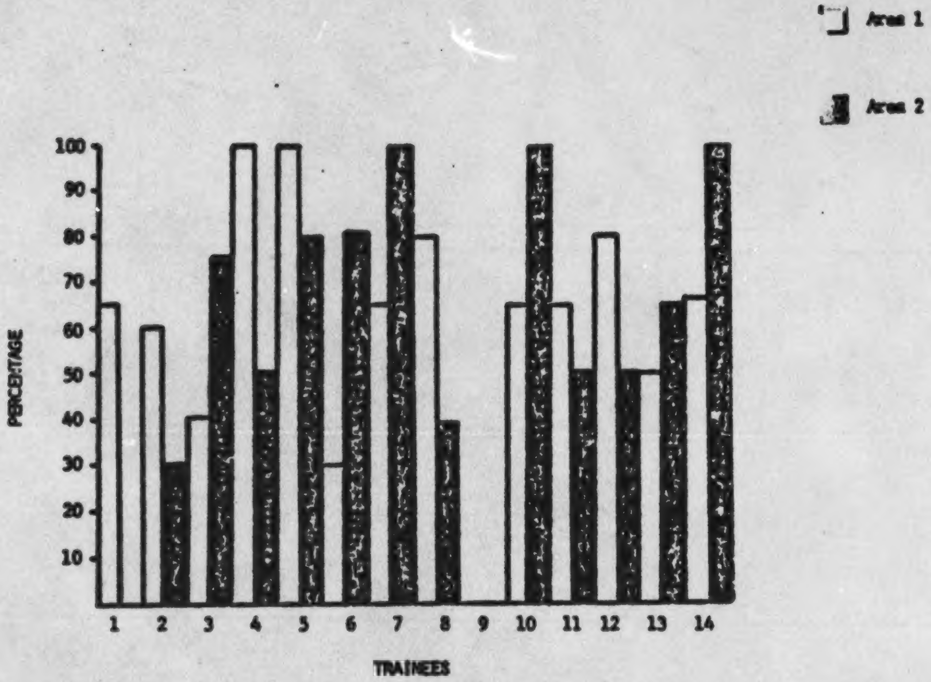

Figure 4. Percentage of Objectives Accomplished

7. DEM Output 7 (results). Consumer follow-up data relative to output 7 were collected just one week prior to presentation of the present paper and, therefore, time did not permit development of a graphic display. However, preliminary results from a telephone survey of summer 1980 trainees (N=13) indicate that five had provided inservice training to their fellow staff members, and/or had provided other

types of service (e.g., community workshops; screenings) in their home or contiguous counties. An additional seven have scheduled either type of activity at a later date.

8. DEM Output (results). As with the previous output, no graphic display was developed for output 8. Data collected to date from a limited number (N=13) of the trainees indicate that 12 (92%) have applied the NMSU inservice competencies in their own program.

In summary, the stated criteria for six of the eight outputs have been obtained or surpassed during the first 22 months of the project. Output 4 was not measured due to lack of a satisfactory observation instrument. Outputs 7 and 8 were not completely assessed prior to presentation of the present paper.

Discussion

This document has described the major steps involved in the delivery of inservice training to personnel involved in the education of handicapped infants, toddlers and preschoolers in predominantly rural New Mexico. Results to date were also presented according to DEM convention. Fourteen second-year trainees have just been selected and they will receive five weeks of training in Las Cruces beginning in early July 1981.

Major problems encountered to date include a fixed budget (BEH policy) coupled with rising costs (e.g., wages; WATS line), lack of follow-up activities by some former trainees, and delays (e.g., in development of project materials) brought about by faculty assignments which conflict with the Director's quarter-time project responsibilities.

Future activities include two planned regional workshops in New Mexico during the 1981-82 academic year in cooperation with the National Diffusion Network (DEEP), preparation of a final project report which will be submitted to the ERIC system and, therefore, made available for replication purposes, and cooperation with the New Mexico State College of Human and Community Services (i.e., extension services) for purposes of continuing inservice training activities after the life of the present project.

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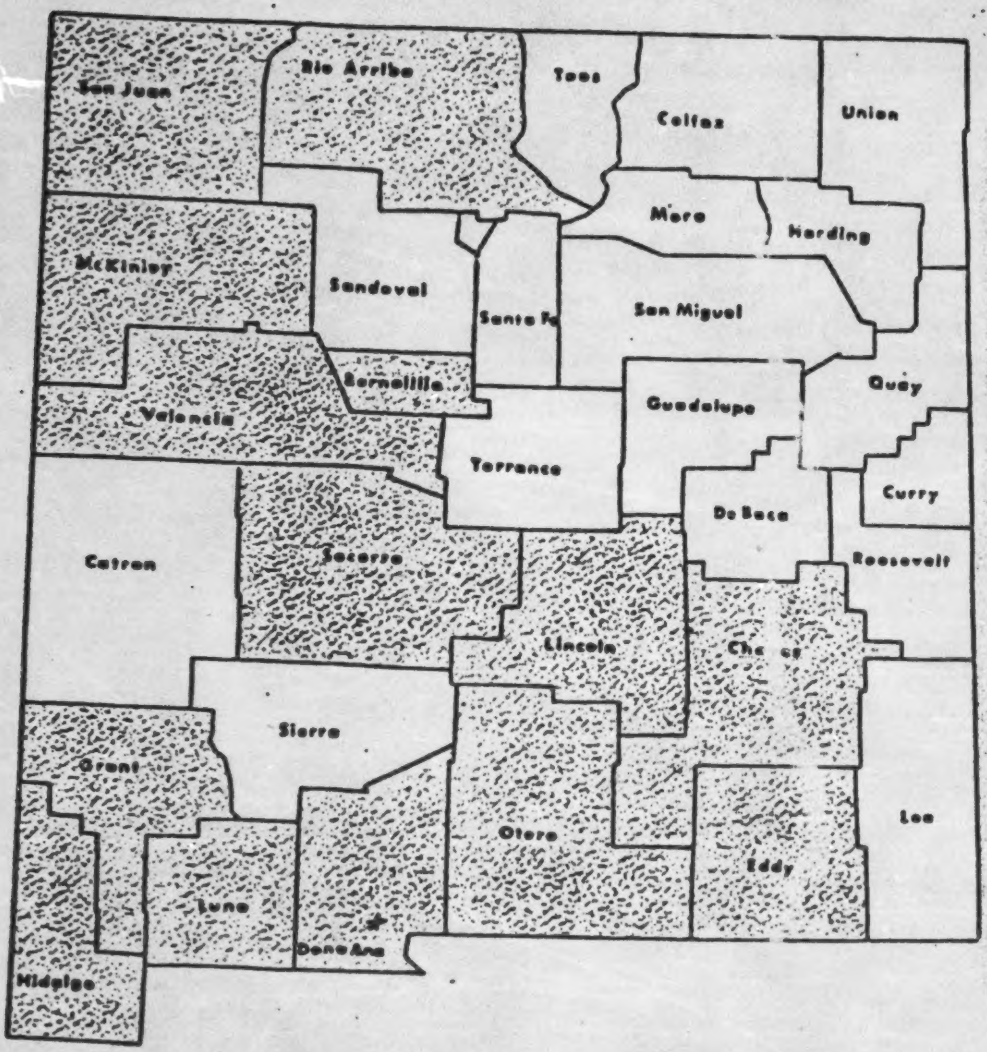
APPENDICES

A. Map of 32 New Mexico Counties (p. 19)

B. Photograph from New Mexico newspaper (p. 20)

C. Excerpt from Student Competency Checklist (p. 21)

D. Excerpt from Syllabus (p. 22)


San Juan
Rio Arriba
Taos
Colfax
Union
Mora
Harding
McKinley
Sandoval
Santa Fe
San Miguel
Bernalillo
Valencia
Quay
Guadalupe
Torrance
Curry
De Baca
Catron
Socorro
Roosevelt
Lincoln
Chaves
Sierra
Grant
Otero
Lea
Eddy
Luna
Dona Ana
Hidalgo

▨ Counties with trainers (summer, 1980 trainees)

☐ Counties without trainers (summer 1981 trainee

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALTIES
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NEW MEXICO STATE UNIVERSITY

6 THE LORDSBURG LIBERAL—Friday, July 11, 1980

PARTICIPATE—Preschool age children from the Las Cruces area are participants in a New Mexico State University training program this summer for teachers who work with young handicapped children. Three-year-old Dennis Huson, son of Mr. and Mrs. Dennis Huson, 1230 La Fonda, works on "gross motor skills" in head and neck exercises with trainee Betty Higgins of Lordsburg. Fourteen New Mexico educators are involved in the competency based training program funded through the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education. NMSU personnel under project director Steve Stile, are cooperating with personnel from Las Cruces Public Schools and Open Door Center, which is a regional replication site for the University of Illinois' Precise Early Education for Children with Handicaps (PEECH) and the University of Wyoming's Infant Stimulation Program.

(Anne Hutchins Photo)

COMPETENCY LIST FOR TEACHERS OF PRESCHOOL-AGED HANDICAPPED CHILDREN

COMPETENCY(IES)	WHERE/HOW ACQUIRED	YES/NO	DATE	EVALUATION MODE (for Preschool Project Preservice Sequence/Inservice Training)
1.11 For a specific preschool handicapped child, the candidate will establish an initial assessment procedure, carry out the assessment, and formulate a statement of current level of performance.	SP&A 706D	___	___	1.11 Observation of administration; written/oral report(s) evaluated by instructor
	SP&A 708D	___	___	
	PSYCH 642D	___	___	
	Other___	___	___	
1.12 Given a skill sequence in a particular area, the candidate will develop an informal assessment instrument which will pinpoint a preschool handicapped child's skill level and which could be used by other teachers.	SP&A 706D	___	___	1.12 Assessment instrument evaluated by instructor
	SP&A 708D	___	___	
	EDFD 706M	___	___	
	Other___	___	___	
1.13 Given a diagnostic report on a preschool handicapped child which includes formal and informal assessment data, the candidate will explain possible implications for instructional programming (e.g., areas of emphasis; first skills to be taught, etc.).	SP&A 706D	___	___	1.13 Observation of administration; written/oral report(s) evaluated by instructor
	SP&A 708D	___	___	
	PSYCH 642D	___	___	
	EDEX 865D	___	___	
	Other___	___	___	
1.14 Given the current level of performance in six specific curriculum areas, the candidate will establish yearly goals for a preschool handicapped child.	SP&A 705D (mock data)	___	___	1.14 I.E.P.s evaluated by instructor
	SP&A 706D	___	___	
	SP&A 708D	___	___	
	Other___	___	___	

DATE	TOPIC(S)	CONTENT	GUESTS/MEDIA/TEXT
6/27	Child Abuse & Neglect	Legal & ethical responsibilities Identification Reporting	Filmstrip-sound presentation: What the Educator Sees Handouts Transparencies
6/30	Classroom Management	Direct instruction (review) Quality control in special education (e.g., DASIE) Frederick's Clipboard System Merle Karnes' point of view/ the transdisciplinary approach (review)	Handouts Transparencies
7/1	Program Management	Program Management: Theoretical and practical consideration	Dr. Tim Pettibone, Professor, Department of Management & Development
7/2	Spatial & temporal considerations	Facilities & equipment Scheduling State standards	Handouts Transparencies
7/3	Hurray! Last day	Posttest Other evaluation Announce group competencies for check off purposes	Handouts

Delivering Services to Handicapped Children in Rural Areas: Issues and Answers

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April, 1981

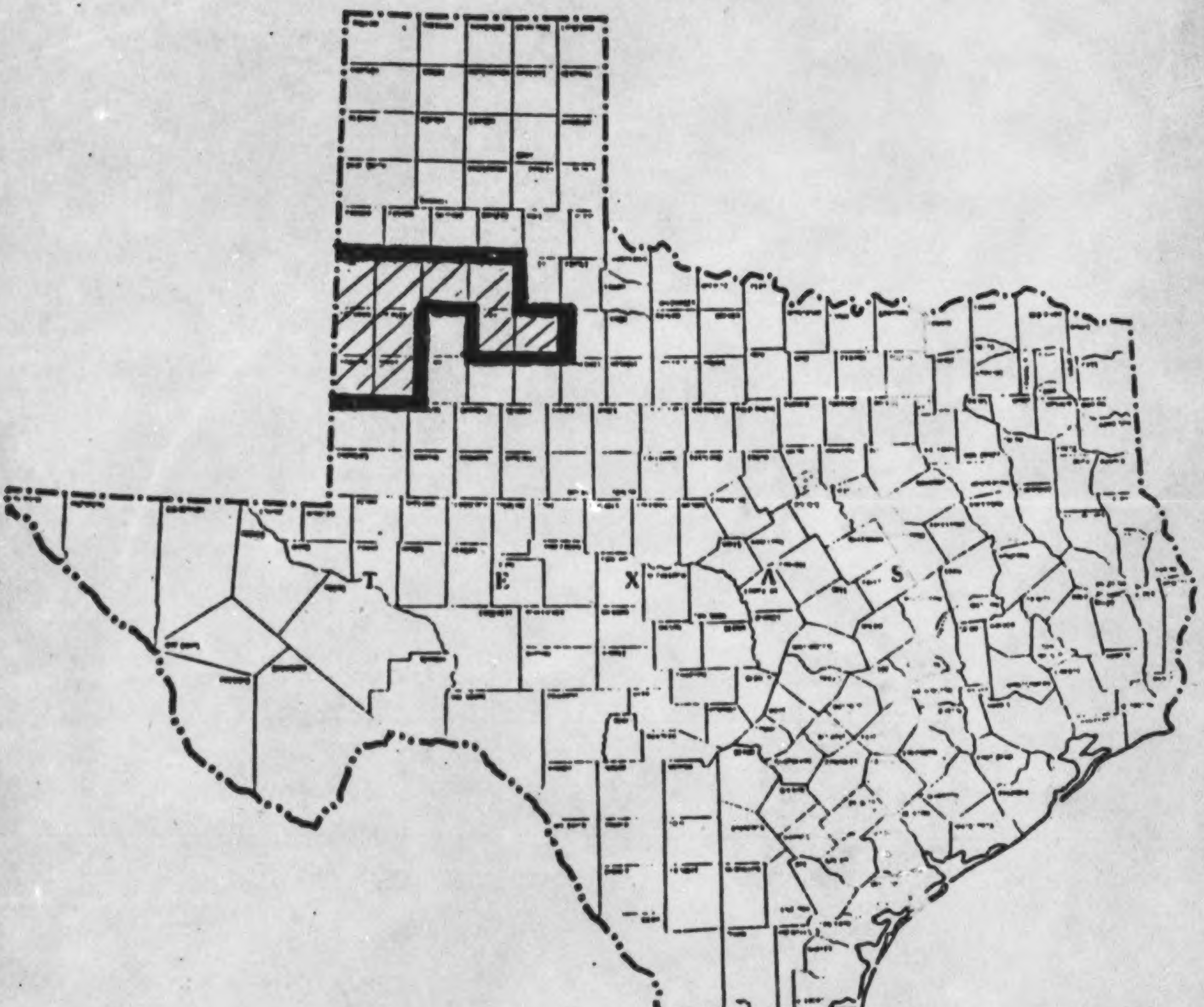
Young handicapped children who live in rural areas of America are entitled to appropriate intervention programs. as guaranteed by law. However, the rural provider who delivers the intervention services soon discovers that there are a number of issues that compound service delivery and create some interesting, and sometimes difficult, problems for the service provider to deal with. Many of these issues are also present in urban and suburban areas, but the unique nature of the rural area makes finding solutions more complex.

The issues that must be faced by rural service providers will be addressed in two parts. Part One will describe a rural, home-based program that served young handicapped children. Part Two will address some "rural realities" encountered by the home-based project that seem to be fairly universal for other rural programs.

PART ONE: Project Family Link -- A Home-based Intervention Program for Young Handicapped Children and Their Families

Project Family Link was a rural home-based intervention program for handicapped children ages birth through four years. The project was funded for three years (1977-1980) by the Bureau of Education for the Handicapped, (now the Office of Special Education), United States Office of Education, and was designed to promote emotional, cognitive, and physical growth and development in young handicapped children through a home-based model. Family Link was administered by the Special Projects Division of Texas Tech University, Lubbock, Texas, under the direction of Dr. Mary Tom Riley. Project Link served young handicapped children and their families who resided in a ten-county region surrounding Lubbock, Texas (See Figure 1). These ten counties cover a total of 9091 square miles and have an estimated population

AREA SERVED BY
PROJECT FAMILY LINK



of 131,859, making the area served a predominantly rural one. The primary economy of the region is agricultural and many of the enrolled families are engaged in some aspect of farming. Because of this emphasis on farming as a livelihood, the population of the region tends to be somewhat migrant. either moving from one location to another within the service area or moving out of the area entirely in an effort to follow the seasonal agricultural needs.

As might be expected with a predominantly rural, somewhat migrant population, most of the families served by the project fell in the lower socio-economic levels. Many were single parent families, many were on welfare or other supplemental income sources, and over half were bilingual with Spanish the more comfortable language for communication.

Program Model

Project Family Link utilized three components in delivering services to young handicapped children. These components are home-based Teaching, Family Involvement, and Linkage of Services.

Home Based Teaching

Project Family Link was based on the Portage Project model (Portage, 1976). This model, originally developed for use in rural home-based programs for the handicapped in Wisconsin, was adapted for use in West Texas and stresses parental involvement and utilization of paraprofessionals as home-based teachers. A home-based teacher was assigned to each family enrolled in the program. The teacher made weekly home visits to provide the parents with guidance in what to work on with his/her child and to model appropriate interaction and teaching strategies for the parent. The parent then became the primary teacher for the child, with support, guidance, and materials supplied by the home-based teacher.

Family Involvement

Involvement of families in the child's program was in important aspect of Project Family Link. The nature of the home-based program demanded a fairly high degree of parental involvement in the child's program, where parents were primarily responsible for carrying out planned activities with their child. Further family involvement was encouraged through Family Albums, and participation in Family Day Programs.

Each family enrolled in Project Family Link was furnished with a Family Album scrapbook which became the family's permanent and ongoing record of their experiences in the project. The album contained photographs and momentos of the family's experiences in Project Family Link. Each home-based teacher was provided with a camera for taking pictures during home visits, Family Days, and other activities, to be included in the Family Albums.

The Family Days programs were a vital part of Project Family Link. At selected times during the year, families were brought together to meet and interact with each other and to engage in special activities. Parents were provided with training programs that dealt with topics of interest and concern to them, while children engaged in educational programs designed by staff who are tained in the needs of special children. Families were transported to the project site for a day of activities, lunch and opportunities to visit with other families. Family Days provided a source of contact with other project families and with activities outside the home.

Linkage of Services

Because many enrolled families lived in fairly isolated areas and were not familiar with methods of obtaining needed services for themselves and their handicapped children, Family Link considered linkage one of its priorities. Family Link developed a process for determing what services a family nedds, how the services are to be delivered and by whom, and documenting or recording the services for both staff and family use. This process helped identify gaps in service for a particular family and for families who are not receiving services to which they are entitled. It also facilitated communication and co-ordination among agencies. By acting as a liaison agency on behalf of the family. Project Family Link assisted the fmaily in their contacts with health and social service agencies and agencies providing services for handicapped children.

PART TWO: Rural Realities

The rural model just described was faced with the same issues in service delivery for young handicapped children as other rural models and some urban models. These issues can be classified in six major areas:

- reaching families
- type of program
- staff
- parental involvement
- support services
- funding

Although these issues are fairly universal, it seems that rural programs have a more difficult time dealing with them, primarily because of the nature of the rural areas. Each issue has its own set of "rural realities" that compound the situation and have an effect on the intervention program.

Reaching Families

Probably the most basic of the rural realities, and the one that sets rural programs apart from others, is the problem of reaching families. Three factors affect how easily the service provider can reach rural families: geographic factors, transportation, and weather.

Many rural families are isolated geographically, either because of distance, terrain, or lack of accessibility. In some rural areas, families may live fifty to one hundred miles from the nearest town or city, or they live in small towns that are long distances from more urban areas. Often, the distances between rural families are long, so that the family is isolated socially as well. The service provider who has to travel such long distances to reach rural families will end up spending a good portion of time just getting to the family home or getting the family and child to and from center-based programs.

The terrain is often a barrier to reaching rural families. Areas characterized by mountains, swamps, plains, or icy tundras pose difficulties in getting to the rural family. Under normal conditions, reaching these families is difficult, but during various seasons, weather conditions can make the terrain virtually impassable and reaching the rural family almost impossible.

The problem of accessibility of rural families can compound the problems involved in distances and terrain. Many families are accessible only by rutted dirt roads or mountain passes. Weather can again play a part in isolating the family, especially if rains make the rutted road a quagmire or snow closes the mountain pass. The family then become literally inaccessible by land, and reaching them for intervention services is extremely difficult.

Transporation factors also have an effect on reaching rural families. Because many families are isolated geographically, or at least long distances from more populous areas, the service provider must depend on some sort of transportation system to reach a family. Obviously distance, terrain, and weather have an effect on the transportation system, and compound the problem. Service providers must determine the answers to how to reach families, whether to use personal cars for transportation, if reimbursement is available for expenses, and other relevant questions. There are also the realities of vehicle breakdown in isolated areas, increased wear and tear on both vehical and service provider, and general lack of other transportation alternatives.

The weather is closely related to geographic and transportation factors in reaching families. Intense sand or dust storms, tornadoes or hurricanes, severe ice and snow, and other weather conditions can prevent service providers from reaching families. Even if the service provider can get through, hazardous driving conditions create safety and stress problems.

In all, the combination of geographic factors, the transportation situation, and weather conditions can make it extremely difficult for the rural service provider to reach families. Aside from weather, these factors are not usually as critical a problem in more urban areas, and reaching families does not pose as great a dilemma for urban service providers. However, in many rural areas, this is the first, and maybe most difficult, problem because intervention cannot take place unless the service provider can reach the family.

Type of Program

To a large degree, the type of program utilized by a rural project is dependent on factors related to distance and location. In areas where the distances between families and town are great, a program may implement home-based services, espeically if the handicapped children are scattered geographically and transporting them to a center-based program would not be feasible. Other projects may provide center-based services and attempt to transport, or have parents transport, the children to a centralized location.

The type of program that is most appropriate for a given rural area depends on several things: the geographic distribution of handicapped children; the distances inovlved (between families and from family to town); the time it takes to transport children, round-trip, or to travel to a family's home; the availability of vehicles for transportation; and the general feasibility of one approach over another.

Staff

A third issue that rural projects must deal with is that of staff. There are several "rural realities" related to staff that a program must consider.

The first consideration is the question of staff qualifications, or using paraprofessional versus degreed teachers as service providers. In many cases, a paraprofessional can, with proper training and support, provide the same services as a bachelor or master level teacher, but for much less money. This becomes significant when considering that rural service delivery will probably be more costly, simply because of the sparsity of population and large distances. The question of availability of personnel is also an important one.

There may be more paraprofessional than degreed people available in rural areas.

The second consideration concerning staff is that of preparation and retention. Many service providers, especially if they are from more urban areas, are not adequately prepared for life in a rural area. In addition, a paraprofessional may not be adequately prepared to work with young handicapped children, and some people are not aware of the stress created in traveling the distances to reach the families.

Because of these factors, retention of staff is often a problem. People who come from urban areas to the rural areas often leave within a few years. Others are not able to withstand the pressures of rural service delivery. This means that the administrator of a rural intervention program may be faced with high staff turnover and frequent training for new staff.

A final consideration regarding staff is that of stress. Driving long distances can result in fatigue and boredom for the rural service provider. Inclement weather and the chance of vehicle breakdown in isolated areas can also be stressful. The service provider who undergoes such stress over a period of time may experience burnout, resulting in poor performance on the job or quitting altogether. This means that the rural project administrator has problems with staff retention and the cycle starts again.

Parental Involvement

Almost all intervention programs, whether urban or rural, seem to have difficulty with parent involvement. However, the "rural realities" that create difficulties in other areas also present increased problems in parent involvement in rural programs.

The isolation and distance factors described earlier make it difficult for parents to participate in center-based activities. Some parents are unable to leave their homes for job reasons, and even if they could they might not have a means of transportation. Parents who are isolated do not have many opportunities to interact with and learn from other parents. Even casual trips for urban parents, such as to the shopping center, may be unusual occurances for rural parents.

Rural parents in home-based programs may be more involved in their child's program in the sense that they may have primary responsibility for program implementation. However, some parents may lack the motivation to follow through especially if they are isolated geographically and socially, and see the home-based teacher once a week or less.

As with determining the type of program for children in rural areas, the problems of distance and time have an effect on frequency and degree of parent participation and utilization of support services. Some parents are unable or unwilling to drive to urban areas to take advantage of services their handicapped child might need.

Support Services

One of the difficulties in getting support services to handicapped children in rural areas is that frequently such services are not available locally. In many cases, a child must travel to the nearest urban area for speech or physical therapy, doctor appointments, or social services. This again brings up the issue of transportation: who will take the child? How far is it? How long will it take? For some rural families, a trip to town to take a handicapped child to the doctor involves a whole day's effort.

Many rural families, because they are isolated, are not even aware of available resources in their area. Others may be aware of services but do not take advantage of them because of inability to pay. While these situations are not unique to rural areas exclusively, the "realities" discussed previously concerning distance, weather, transportation, and isolation make it more difficult for rural families to be aware of and utilize support serivces.

One other factor relating to support serivces in rural areas should be mentioned The aspect of coordination of support services and cooperation among service providers is one that again is not unique to rural areas, but is made more difficult by the realities of the rural areas. Support service program often face the same difficulties in reaching families and avoiding staff burn-out that intervention programs do. Many times, a family may not inform one service provider of another's involvement, and because of distance or geographic situations, the two may never cross paths.

Funding

A final issue of rural service providers to consider is funding for rural programs. Currently, rural programs have to stretch their dollars further to provide services for young handicapped children. The stretch must occur because is costs more to drive further, to maintain vehicles receiving an increased amount of wear and tear, and to provide intervention services. The problem is compounded by the fact that many rural programs do not know where to look for additional money, or even if money is available. Costs are becoming prohibitive and rural programs must either find additional sources of funds or reduce the quality of serivces they are providing.

The issues in rural serivce delivery are complex and interrelated. "Rural realities" are complicated and create difficult problems for rural service providers to deal with. The issues seem to be fairly clear; the answers, however, are not as easy to define. Because rural areas are so different across the country and needs and circumstances vary, there will probably not be any single answer that will satisfy all programs. This means that rural projects must continue to be creative and resourceful in serving young handicapped children, and more importantly, must be willing to share ideas and resources with each other in an effort to provide the best possible programs for young handicapped children in rural America.

RURAL EARLY INTERVENTION SERVICES:
ISSUES IN IMPLEMENTATION AND EVALUATION

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April, 1981

Rural Early Intervention Services;

Issues in Implementation and Evaluation

Bruce L. Mallory
University of New Hampshire

"Some of those people must just sit on concrete all day. They just don't understand what's happening here in our community. They need to come down here and spend some time with us if they're going to really understand what's going on."

Hickory County Public Health Nurse, 1978

Role of Schools in Rural Communities

The locus of power in our society is in urban, industrialized regions of the country. To a member of the majority urban population, that statement may appear tautological, but to rural families, many of whom have relatively low incomes, it is a reality that affects their daily lives. As Edward Breathitt, former governor of Kentucky, wrote:

> To talk about the rural poor in hopes of stimulating a positive response to rural poverty is like whistling down a rain barrel. The most potent institutions in our society are, after all, neither poor or rural. (1969, p.140)

Decision makers and social scientists, operating within an urban, industrialized perspective, run the risk of applying inappropriate solutions to the problems of rural education and rural poverty. Although professionals do recognize the difficulties of working with poor rural families (Dokecki, 1976), there is danger that either their needs will be ignored for lack of answers, or perhaps worse, urban problem solving methods will be used that will be incongruent with the context in which they are applied.

Gehlen (1969) and Vidich and Bensman (1958) have characterized rural school systems as conservative and as resistant to curriculum expansion, introduction of "value-laden" subjects, increased expenditures, and consolidation with other districts. The teachers, students, and parents are of homogeneous backgrounds and maintain convergent value systems. Frequently, when change is proposed, school boards act as inhibitors of change, while school superintendents are more often initiators of change. The traditional, local orientation of the community demands an "emphasis on the 'three R's' without any 'frills'" (Gehlen, 1969, p.25).

A major factor in the role of the rural school as change agent is the integrating social function that small schools play. As the only social institution in the rural community that has contact with virturally everyone, and as the general meeting place for any large community gathering, the school is seen as central to the stability and cohesiveness of the small town (Gehlen, 1969; Schwarzwell & Brown, 1971). This perception makes the school, as a social institution, a highly public and visible entity. Educational change is seen as affecting more than just the classrooms and the children within them. Thus, as Gehlen points out, questions of educational reform often attract many community elements who do not usually participate in discussion of social issues. This may be especially true for religious groups who see their own role as culture and value transmitter being threatened by the school system. Albizu-Miranda (1966) saw this as a transitional phenomenon; in rural areas the family and church serve as culture transmitters, but in urban areas the school has usurped these institutions as the primary culture bearer. Communities moving from rural to urban orientation will face this shift in the respective functions of family, church, and school.

The implementation of early intervention programs for handicapped or developmentally delayed children should take these school-community characteristics into account. Where such programs operate as part of the public school system, they may be viewed as educational change beyond that which is normally sanctioned. Although they are federally-subsidized, community members may perceive them as increased financial burdens. When the design and regulations attached to such programs are externally-generated, there may be community resistance, leading to a lack of structural integration. In addition, the traditional socialization and value-transmission that occurs before the child enters school may be perceived as threatened by those who view federally funded and regulated programs as "mandatory treatment" for three and four year old children.

In sum, rural communities are more likely to rely on family, school, church, and voluntray organizations to maintain social stability or to resolve social problems that urban areas which tend to rely on formal social service programs. These indigenous systems have been called mediating structures (Berger & Neuhaus, 1977) because they serve as a buffer between private, autonomous individuals and centralized, bureaucratic institutions created through public policy making. The existence and role of these mediating structures must be assessed when attempts are made to intervene in the development of very young children.

Characteristics of Rural Early Intervention Programs

During an eighteen-month period from 1978-1979, a field study of two rural early intervention programs in Southern Appalachia was conducted to demonstrate one approach to qualitative, ecological program evaluation (Mallory, 1980). The two programs observed were federally funded, centrally administered, programs for preschool aged children with diagnosed handicapping conditions, or who were at-risk for becoming educationally handicapped. Each program had been operating for five or six years. One located in "Hickory County" utilized a combination of home-based and center-based services, and the other in "Winchester County" was primarily center-based. The farmer was for "educationally disadvantaged" children three and four years old, and its curriculum approach was an eclectic mixture of developmental, open-structured, and school readiness models. The Winchester County program was a replication of an urban model for "oppositional" children with behavioral and emotional problems. It served children from two and a half to six years old, and relied on behavior modification principles in its curriculum. Although initially intended to serve only children with behavior disorders, the Hickory County site gradually enrolled a broad range of handicapped children primarily because it was the only preschool special education service available within a large geographic area. During this time of expansion in eligibility, the original behavior modification curriculum was maintained. Both programs attempted to train parents to be more effective teachers of their own children.

The intensive field study, which used participant observation as its primary methodology (cg. Bogdan & Taylor, 1975) and the sociology of knowledge as its guiding theoretical framework (cf. Berger & Lukcmann), (1967), sought be demonstrate an evaluative methodology which could answer the following questions:

1. To what degree are federally designed and subsidixed early intervention programs integrated into rural social and political structures?
2. How and why does the degree of integration change over time?
3. As a program is operationalized over time in a rural setting, what community systems influence the program and cause it to diverge from its initial policy objectives and from its initial experimental or

demonstration design?

4. In rural communities characterized by homogeneous populations, few formal social service delivery systems, and relatively low educational and occupational achievement patterns, why is there public support for early intervention programs for preschool-aged children, i.e., what is the perceived value of such a program from the perspective of consumers, school personnel, government officials, social service providers, and others?

5. How do the program modifications and the various perceptions of the program affect the degree of integration of the program with other community-based social institutions such as public school systems, mental health centers, voluntary service organizations, public welfare agencies, and local political structures?

Recognizing the importance of these questions is central to understanding the process of social change guided by public policy. But recognizing their importance does not lead to answers which can be applied readily to the policy making process. The traditional evaluative questions that have guided policy making have weighed costs against quantitative measurementes of how individuals are affected by a specific program. The evaluative framework has focused on the ratio of costs to benefits, with "costs" often limited to fiscal outlays and "benefits" often limited to the observed changes that have occurred in individuals or groups as a result of the incurred costs. This model of evaluation has grown out of the corporate ideology that serves as a model for most educational and social service policies in the United States (Katz, 1975).

The field of special education has manifested this tension between individual quantitative change and the social context in which it occurs. This has been especially true where the children labeled as handicapped have suffered from no apparent organic injury or disease. However, the convergence of empirical evidence, social values, and public policy have increased pressures to locate and assess young children who may be cognitively delayed or at-risk for such delay when they enter the public schools. This has meant that children who traditionally have remained within the purview of their parents for the first six years of life are now being sought by public agencies seeking to compensate for potentially damaging environments with the goal of enhancing the children's developmental status.

The hypotheses which emerged from the field study are discussed below. The hypotheses are presented in hierarchical order, from an overarching statement about the distribution of knowledge to more particular statements about service delivery and resource allocation. The hypotheses are those for which there is strong support in the findings and which can lead to further investigation. They are intended to apply to rural communities implementing early intervention programs and related services, but they should be tested in other settings with other social policies in order to make them more robust and to elevate their theoretical implications from substantive to formal constructs.

1. Social distribution of program information necessary for decision making.

Administration of early intervention programs is accomplished largely through the controlled distribution of special knowledge about the program by policy makers to supervisory staff, school board or agency board members, classroom staff, participating families, and the general public in that order.

"Special knowledge" includes information about budget-setting, state and federal regulations, requirements for parent participation, local policy decisions that have bearing on a program eligibility requirements, and similar information necessary for problem solving. In controlling the distribution of this knowledge, program administrators act as filters to determine what kind and how much information should be released, who have access to it, and when it should be made available. Decisions as to the distribution of information are made privately by one or two people who have ready access to technical or non-public information by virtue of their status as experts, administrators, or elected officials. These people decide when it is in the best interests of a program (and their own status) to make private knowledge public. Their concerns are generally focused on the broader political consequences.

The result of this pattern of information control is a perpetuation of hierarchical organizational structure based on top-down policy-making. Regardless of statements about the intended redistribution of knowledge and power found in federal anti-poverty and educational legislation, and regardless of local expressions of support for participatory problem solving, the ideal remains a public image while policy decisions are developed privately and unilaterally.

II. Locus of control and community integration.

The more centralized is program administration, the less the program will be responsive to either traditional or changing community needs, and the integration of the program with the existing network of community services will be reduced.

The concept of "centralized administration" refers here to the physical and social distance between program administration and those who participate. Administrators may be located in county seats, regional offices in population centers, state department offices in the capitol, and federal agencies in Washington. As the distance between participant and administrative level increases sensitivity to local needs and circumstances decreases. And, as programs are required to respond to distant directives relating to goals, design, and target population, their ability to assimilate themselves into the local network of services is hindered.

This was evident in the continuing inability of the Winchester County program to recruit and enroll enough families to meet its funded capacity. Allegience to the original urban model limited the program to serving families with non-working mothers who had their own transportation and who could accept the operant techniques required by the model. As well, the program administration, based in a regional mental health center, was committed to a treatment model that paralleled its own therapeutic approach, thus limiting services to behavior-change and social adjustment objectives rather than addressing the more comprehensive developmental needs of the handicapped children who were enrolled.

The Hickory County program administration was centralized in the school board building in a county seat. This limited the program's ability to adapt to the special needs of those who lived in a mountainous area of the county, resulting in a conscious but non-public neglect of the mountain classroom. Avoidance of publicity and little interaction with other early intervention efforts (especially Head Start) resulted from the desire to maintain centralized control over the program. Lack of confidence in the teacher's ability to operate the mountain site without close supervision, fears that she would "just get her own kin in the program," and the director's desire to centralize all operations eventually led to the complete shut down on the mountain site. In addition, the local administration's decision to serve higher income families resulted in the program enrolling only two-parent families with non-working mothers, which was incongruent both with changing economic and employment patterns in the county, and with the original intent of the federal legislation which provided program funds (Title I of the ESEA).

III. Local response to externally-generated policies

Federal early intervention policies (especially those that provide funding) will be adapted by local political structures to meet local needs for (a) control over program operation and determination of evaluation criteria, and (b) community support.

Because the language of goals, design, and evaluation is quite vague for federally-funded early intervention programs, there is a good deal of slack to be taken up by local decision makers. This slcak allows the development of local program design and evaluation criteria that will meet the needs of the decision makers regardless of the ability of the local design to make real changes in children's development and regardless of the validity of measurability of the local evaluation criteria. There was very little state and federal monitoring of the two programs observed to see that they were meeting intended objectives. The modification of initial goals and design by local officials occurred either through overt, conscious acts, as in the decision to serve a higher income group, or through passive, unintended reactions to community circumstances, as in the Winchester County program finding itself serving a wide range of handicapped children rather than just those who were "oppositional." In the former case, planned change was a result of the need to serve families who would provide more articulate and influential support to the program. In the latter case, unplanned change represented some accommodation to existing needs which confronted the program. If the program had not responded to that unanticipated need, there would have been little support for its continuation.

In the Hickory County program, the Learning Accomplishment Profile (LAP) had been prescribed initially as an evaluation instrument by the State Department of Education, but its use was not mandatory after the first year. The decision to continue using it as an evaluation tool was based on its expediency, simple interpretation, and usefulness for showing aggregate profiles of children's improvements. Its lack of validity, the use of biased testers, and inappropriate scoring were not seen as problems by administrators who wanted to "prove" that the program made a difference. The need for community support, especially due to fears that state support was about to end, was the determining factor in serving more educated, politically powerful families and using non-standardized evaluation instruments to generate "objective" results.

IV. Identification of eligible population

Early intervention programs will serve those children and families who (a) are more politically powerful and/or vocal; (b) may be other than those for whom such programs are intended, especially where the intended population is most vulnerable to developmental harm, (c) most easily adapt to the local design of the program in terms of family form and cultural values, and (d) are most accessible.

This hypothesis is a more specific version of the preceeding one. Here the focus is on how the situated meanings of labels such as "handicapped," "educationally deprived," "disadvantaged," "delayed," etc., become accepted as subjective realities by those who apply the labels to determine who should be enrolled.

Bogdan's (1976) findings in a review of the handicapped mandate in Head Start parallel our findings.

> As the mandate passed into the world of commonsense understandings, its intent was lost or transformed in a complex process by which people discern, order, and reorder their own worlds.
>
> The findings provide clear illustration of how requiring an organization to serve specific "types" of clients makes those types more precious commodities, heightens competition for them and increases official occurrence rates. When an organization is required to recruit and count particular "types" of clients, there is a tendency for its personnel to broaden definitions so as to make more people eligible. (p.234)

This phenomenon was especially evident in the determination of eligibility in Hickory County, where virtually all children who applied were found to be significantly delayed by the program staff. Yet the determination of a delay did not generate special educational procedures aimed at individual children's needs. Rather, the desires of both parents and staff to socialize children and prepare them for school expectations led to a readiness-oriented curriculum based on group activities rather than individual education plans.

This program also served only families who did not require day care services. In fact, the use of day care was seen by the staff as a sign of parental failure appropriate only for the "lazy" and "morally weak" (i.e., divorced) families who enrolled their children in Head Start. On the other hand, the value that "any child whose mother works is deprived," was often a determining factor in the program's determination of "educational deprivation."

Both programs (and the area Head Start program) served only those families that were most accessible or who had their own means of transportation. The Head Start program had a policy of not serving children beyond a 10 mile radius of their centers, thus excluding children who lived in the most sparsely populated areas.

V. Service delivery systems

Regardless of intended goals, centrally funded/locally administered programs are conducted so that program design is determined by perceived program needs rather than perceived client needs.

The two programs observed were designed so that families had to adapt to program format rather than having the programs adapt to meet family circumstances. In Winchester County, parents either had to attend the center every day and carry out the prescribed operant training techniques or not make use of the services. One of the classrooms was open only two days a week because that was all the staff time that was available, not because that was all that children and parents required in the way of services. At both sites, treatment programs focused on changes in compliance with adult demands, regardless of the child's primary handicapping condition, because that was how the original urban model worked. The different population being served by the rural replication project did not result in different treatment approaches.

In Hickory County, the mountain classroom was closed because it was beneficial to the program's administration to maintain only one centrally-located site. The demand (and apparent need) for the service persisted on the mountain, but this was not a sufficient reason to pursue ways to keep the program going. The closing of the mountain center, in conjunction with the shift to serving higher income families, acted as a "gatekeeper" to early educational opportunities for those in most need of the program. The adminstration, through these policies was able to reallocate its efforts to families that were less likely to require formal assistance in their child rearing functions and at the same time assure that the families who traditionally did not have access to educational opportunities remained in a disadvantaged status relative to the general population. This is ironic given the intent of Title I legislation to redistribute educational resources to meet "the special educational needs of children of low income families," but consistent with the notion that allocation of scarce resources is sledom to the advantage of the have-nots.

VI. Local resource allocation

The allocation of early intervention resources is determined by political and economic factors in those communities eligible for the resource rather than by an assessed need for such services.

This was particularly true for the "under the mountain/over the mountain" tension observed in Hickory County. Those who lived "over the mountain" were devalued by those who lived "under the mountain", an area which included the county seat. The mountain residents were viewed as uncooperative, prone to complaining, and "rough." There was a common belief among those who lived under the mountain that the mountain people did not pay their share of the county taxes, and this belief was lent some truth by statements of mountain people who expressed an unwillingness to pay their taxes if they did not receive a greater share of highway and education appropriations. As well, the mountain had a reputation for uncooperative and inconsistent school board members. Placement at the mountain school was used as "punishment" for teachers from other parts of the county who were judged to be performing poorly or were having conflicts with administrators or school board members. The mountain had little political clout and had no industry to contribute to the general tax base. These factors combined with the desires for centralization and a non-controversial public image resulted in the administrative consensus to close the early intervention program on the mountain.

In the Winchester County program the decision to open an expansion site in an adjoining county was related to the political and economic support that the county had given to the regional mental health center. The presence of a strong voluntary association to support the mental health center's efforts and the committment of the county executive to social services for children and families led to the choice of that county as the expansion site. Prior to the expansion, no needs assessment was done in any of the region's counties to determine where the greatest need (or demand) existed for early intervention services, thus the decision was based on factors such as the accessibility of the town, the presence of the mnetal health center outreach office, and the anticipated donation of $200,000 by the voluntary group toward the construction of a mental health facility.

VII. Integration with social service networks

There is no difference in the degree of program-community integration between programs under public school sponsorship and those under private non-profit sponsorship.

Although the two programs evaluated had different patterns of integration with existing service systems and political structures, there was little difference in the degree of integration. The Hickory County program was a part of the public school system, and had good relationships with school administrators. But a conscious avoidance of publicity and public discussion about the program, and the absence of cooperative relationships with Head Start and other regional early intervention programs resulted in a low level of integration. Major decision makers were for the most part unaware of the program. Health care and social service providers interacted with the program concerning selection of children, but had little involvement otherwise. The Winchester County program, housed in a state university and sponsored by a regional mental health center, had some interaction with Head Start and regional health care providers, but had poor relationships with the county school systems. At an administrative level, there were ties with welfare and health departments but those ties rarely affected the children and families enrolled in the program. These findings are congruent with the Kirschner Report (1970) which surveyed the impact of Head Start programs on local communities and found no difference in effect of Head Start on other service systems if the programs were sponsored by a public school or by a non-profit community action agency.

Conclusions

These hypotheses lead to an explanatory paradigm of the implementation of early intervention programs in rural communities. First, top-down policy-making is characterized by the control of special knowledge about a program through selective distribution of information to administrators, board members, staff, parents in a reactive or reflexive position in terms of their ability to determine the goals, design, and evaluation criteria for a program. The lack of opportunity to play an integral part in policy-making is balanced somewhat by the lack of monitoring experiences by the programs. These factors generate a vacuum in which there is little specific information available, but where there is some slack that can be taken up through local adaptation of centrally-conceived objectives. This process of adaptation is guided by indigenous political, economic, and cultural values more than by the particular needs of the population intended to benefit from the services. Adaptation is both an active and reactive process in that some decisions are conscious efforts to modify a program to bring it more into line with community characteristics while other decisions are in response to external circumstances such as changing government policies or economic conditions. This results in the apparent subversion of centrally designed and funded social policies so that they conform to local circumstances regardless of original intent. In sum, centrally controlled implementation (including setting of goals and evaluation criteria) is not successful (in these two cases) in assuring the replication of a specific program model aimed at a narrowly defined population living in rural communities.

Implications for Early Intervention Policy Making

The findings above indicate the need for new approaches to implement evaluating early intervention policies and programs. To build this new model, we must conceive of policy-making and evaluation as two-way processes. Before a policy or program is developed, there should be a "pre-implementation phase" in which goals, design, and evaluation criteria are established. This phase would include opportunities for direct input by potential service providers and participants in two areas. First, an examination and explication of regional cultural values must occur in order to determine the congruence of the proposed policy with familial and community-wide patterns. It should be the responsibility of local residents to conduct a "cultural assessment" and identify the consequences of its findings for policy implementation. The survey should address such issues as attitudes toward state intervention, the expressed value of education, the roles of parents and others in child rearing, religious beliefs, educational aspirations and expectations, community response to disabled or deviant persons, and the roles of informal kin and voluntary support systems in child development. Second, a local or regional government agency should provide some assessment of major social indicators prior to implementation. This would include demographic information on groups that will potentially benefit from a policy, such as familiy size and form, employment patterns, presence of extended family, and migration patterns. As well economic indicators of the local tax base and availability of local contributions to a program should be developed. Other areas to include in this survey might be a description of local decision making precesses, a brief history of previous educational and social change efforts, assessment of idigenous staff characteristics, and an overview of the existing social service network. Most of these are areas in which there already exists a data base from which to draw. The problem has been that the presentation of this information in a funding proposal rarely influences central policy-making and evaluation. There remains a need for a useful pre-implementation ecological assessment that has direct bearing on the delivery of services at the local level. This is also an area in which a state or federal monitor could act more as a consultant and resource and less as an auditor.

Finally, the early intervention service delivery system needs several refinements in order to better meet the needs of rural families wiht handicapped children. The guiding principle of rural early intervention programs should be to provide what Weller (1965) calls "personalization of services." When services are personalized, they are congruent with the essential "capacity for relatedness" (Looff, 1971, p.157) that is a central trait of rural families. This capacity is based on the cultural importance of ascribed characteristics such as family ties and place of residence. The tendency to look out first for one's own provides a natural support system that should be utilized in the implementation process. Looff (1971) writes:

> The implications for the mental helath field of this capacity relatedness should not be underestimated. All forms of mental health intervention (treatment) involve the giving and the taking of help in an interpersonal context. In my experience, and that of others, the relationship capacities of Eastern Kentucky families are very real indeed, and these capacities are not dimmed by the families' migration to other settings. Presumably, then, those who work in any helping capacity with Eastern Kentucky families, either locally, or in other settings, will find mutual relationships a powerful tool and thrust. When Weller and others refer to "personalization of services" they are talking primarily about this capacity for relatedness. After relationships are established, services can then be brought into focus (p.57-80).

In this study, the importance of family ties was seen in the determination of who received services, who was hired and fired, and how the programs were publicized. A greater reliance on personal relationships was observed in the more rural communities. We must translate this sensitivity to the need for personalized services into practice. For example, it was obvious early in the research that one program was serving many families who had kinship ties. Our first reaction was to criticize this practice as being discriminatory against need families who were not part of the network of related participants. That may be the case, but to regulate against the practice as an "equitable" solution would be futile. Rather, an alternative that capitalizes on personal relationships is necessary. One strategy would be to identify some number of eligible families with delayed or handicapped children, and then ask those families who they know that has a similar need for support. The first set of families would become the primary service recipients, with training provided to them so they in turn can provide support to related families. Perhaps each of the "core" families would be responsible for helping two or three "secondary recipient" families, and the core families would either receive free services or be compensated for training the others. In this way services are distributed more widely while personal relationships are recognized, enhanced, and made part of the program design.

One recently developed model for rural early intervention services incorporates kinship ties and informal support networks into its design. The Family, Infant and Toddler Project (Gabel, 1980) attempts to demonstrate one method for supporting young retarded children and their families in rural areas characterized by few professional personnel, geographic isolation, and a wide dispersion of the target population. The Project is aimed at nuclear family members, extended kin, and professionals who provide education and related services in rural communities. Gabel's summary of the conceptual orientation of the Project supports the view taken in this paper.

> The FIT Project is guided by an ecological perspective. In this framewrok, children are viewed as functioning and developing parts of social systems (Hobbs, 1966). Thus, young, mentally retarded children are conceived as embedded in nuclear families, that is, parents and their children, and parts of broader extended families. Extended families include the extended kinship system, persons related to the nuclear family by blood or marriage, and the informal kinship system consisting of friends, neighbors, and associates (Pattison, DeFrancisco, Wood, Fraizer, and Crowder, 1975). Both mentally retarded children and their fmailies operate within larger systems in their communities. For these children and families who are frequently in need of specialized human services, the social, educational, and medical service delivery systems are particularly salient. The politically active elements of the broader community also become relevant since they influence the quality and availability of required professional services.

The characteristics of early intervention professionals also must be considered. Looff (1971) suggests that indigenous public health nurses can be the primary serivce providers for rural families with young children. The lack of stigma attached to public health nurses, their personal knowledge of the region and its families, their sensitivity to local values, and their preventive orientation make them a good choice. It may be that mental health workers carry some stigma in rural communities, and educational professionals often claim that they lack competence to work with preschool children or shape their services into school-like programs that do not meet the comprehensive needs of families and young children. In contrast, the public health nurse role is a legitimate, non-threatening, and boradly conceived approach. It is a role already being used in many rural programs, but it needs to be recognized and strengthened through public policies.

One issue that has raised numberous questions in this study is the identification and lebeling of handicapped or at-risk children. Many of the problems associated with identification and leveling are related to categorical, exceptionalistic policies for children who are "educationally deprived," "culturally disadvantaged," or simply "low income." Developmental needs are confounded with socioeconomic status. Although there are correlations between the two, their interchangeability in child development policies has been confusing and unproductive. Families with children with similar special needs should not have to go to different services because they are not of the same income group. Hobbs (1975) has proposed a needs-based classification system that addresses developmental status rather than gross categories of exceptionality or economic deprivation. Such a system would generate a truer picture of children's needs and would help reduce the inappropriate placement of children in segregated, dead-end programs. One consequence of a needs-based system would be the universal provision of services without the categorical entanglements now creating so much confusion in Title I and special education program. One caveat is in order here. Developmental need is not the same as academic need. Preschool children require comprehensive support in areas of cognitive, affective, social and physical growth. Simply providing verbal and numberical skills and training classroom specific behaviors does not constitute developmental support.

These recommendations are generally stated and do not resolve basic questions of centralization, resource distribution, and proper relationship between government and families. These are issues that must continue to be examined by social researchers, policy analysts, and concerned lay citizens. Any such examination must take into account the ecological variables that effect policy development and implementation. This will lead to a deeper understanding of the particular characteristics of communities and the relation of those local characteristics to national goals.

Although the sociological perspective and values utilized here are not widespread in the field of special education, qualitative sociopolitical analyses are necessary in order to understand the broader effects of behavioral change programs that operate through public institutions such as schools, health systems, or social welfare agencies. If the goal of special education is to provide environments that stimulate the optimal development of children with special needs the creaton of those environments must consider the familial, social, economic, and political contexts within which programs operate. This is particularly true for early childhood programs that intervene in the most basic social relationship--the interaction between parents and children during the first few years of life. If we do not understand the social conditions within which this dynamic relationship is evolving, our efforts will be futile if not harmful.

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APPENDIX D

PEEEC OUTREACH SERVICES

Demonstration/Dissemination

- —Demonstration of PEEEC developed services to children and parents now provided through several public school systems.
- —Distribution of PEEEC materials describing services to children and families.
- —Distribution of PEEEC Outreach Newsletter, **First Words.**

Training/Technical Assistance

- —On-site consultation and assistance with preschool programs.
- —On-site visitation for observation, sharing, discussion, etc.
- —Small staff training workshops for skill development.
- —In-house assistance through consultation by mail and telephone; filling information requests.
- —Review/critique of specific program components or products.
- —Information searches.

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Murray, Kentucky 42071
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Early Education of
Exceptional Children
Is Making A Difference.

OUTREACH SERVICES

PROJECT FOR
EARLY EDUCATION
OF
EXCEPTIONAL CHILDREN

WEST KENTUCKY
EDUCATIONAL COOPERATIVE

■ ■ ■

Providing assistance to programs in the development of services for Kentucky's preschool children with special educational needs.

PEEEC OUTREACH

West Kentucky Educational Cooperative

OVERVIEW OF PEEEC OUTREACH SERVICES

As part of the First Chance Network of early childhood special education programs, PEEEC Outreach is funded by the Handicapped Children's Early Education Program, Office of Special Education (OSE), within the newly organized U.S. Department of Education. The West Kentucky Educational Cooperative (WKEC) established the PEEEC Outreach Project through this funding for the 1980-81 school year for the purposes of:

a) assisting in the further expansion of service within WKEC for preschool children (ages 3-8) with multi-handicaps and their families. These services were developed during the three year PEEEC Demonstration Project (1977-1980); and

b) assisting other areas of Kentucky in developing similar services.

The program of services developed during the PEEEC Demonstration Project is now being continued by several WKEC school districts. Murray Independent Schools and Calloway County Schools are cooperatively providing a Developmental Learning Center for children in the Special Education Building, Murray State University, Murray, Kentucky. Caldwell County Schools are providing a Developmental Learning Center cooperatively with surrounding school districts in the Fredonia Elementary School, Fredonia, Kentucky. A cooperative Home-School Instruction Program is also being provided by Caldwell County Schools for children unable to attend the Developmental Learning Center. These programs will continue to be used as demonstration sites by the PEEEC Outreach Project.

WKEC SCHOOL DISTRICTS

Ballard County Schools
Caldwell County Schools
Calloway County Schools
Carlisle County Schools
Christian County Schools
Crittenden County Schools
Dawson Springs Independent Schools
Fulton County Schools
Graves County Schools
Hopkins County Schools
Livingston County Schools
Lyon County Schools
Mayfield Independent Schools
Muhlenberg County Schools
Murray Independent Schools
Murray State University
Owensboro Diocese Schools
Paducah Independent Schools
Providence Independent Schools
Todd County Schools
Trigg County Schools
Union County Schools
Webster County Schools

PROFESSIONAL MATERIALS PURCHASED

BOOKS RECEIVED

Key to Growth and Development of Severly/Profoundly Handicapped Children

Foster Parent Information TADS Compilation

Helping Your Exceptional Baby

An Outreach Process Model for Young Handicapped Children

Public & Private Funding Alternatives

Outreach-Replicating Services

Your Down's Syndrome Child

Planning Services for Young Handicapped

American Indian and Alaska Native Children

The High Risk and Handicapped Infant

Teaching Makes a Difference (2 copies)

A Guide for Developing Successful Classes for Autistic and Other Severely Handicapped Children (2 copies)

What's Where? (A Catalog of Products Developed by HCEEP Projects)

Vulpe' Assessment Battery

Out of the Nest Instructional Strategies to Prepare Young Exceptional Children in the Mainstream

Parents--You're Part of the Team

The Physical Ecology of Preschool Classrooms for the Handicapped-- A Selective Review of Literature

Parental Involvement

The Preschool-Profile: Procedures

Preschool Assessment Manual

Curriculum Syllabus

The Preschool Handicapped Child - Screening Evaluation Assessment

Project KIDS- Appraisal Package

Reach Me, Teach Me

A List of Books For Children and Their Adults

Parent Involvement Manual

EMI-ART Nursery Intervention Model Rationale & Description

Project Vision-Up Cirriculum

Reaching Beyond The City: Special Education in Non-Urban Settings

HELP Activity Guide & Chants

Language Board Instruction Kit

Non Oral Communication Assessment Forms

Non Oral Communication-Training Guide for the Child Without Speech

Articles List

Library List

Manual for the Deaf-Blind Program Ability Screening Test

Manual for Language Development: A Handbook of Strategies for Teaching Children Whose Communicative Skills Range from Non-Responsive to Use of Academic Language

A Developmental Approach to Casefinding Among Infants & Young Children

Serving Young Handicapped Children in Rural America

Ongoing DATA COLLECTION in the Classroom

Getting the Buck to Stop Here: A Guide to Federal Resources for Special Needs

Evaluating Handicapped Children's Early Education Programs

Noncategorical Early Childhood Program

CIREEH Status Report

Early Childhood Developmental Programs & Services: Planning for Action

Program Strategies for Cultural Diversity

The Young Black Exceptional Child-Providing Programs & Services

Executive Summary Early Childhood Education for the Handicapped: Special Study

Individualized Education Programs (IEP's) OSE Policy Paper

Classroom Planning and Programming

Learning Activities for the Young Handicapped Child

Programmed Environments Curriculum

Handicapped Children's Early Education Program

Curricula & Instruction for Young Handicapped Children:
A Guideline for Selection & Evaluation

Mainstreaming Preschoolers: Children with Mental Retardation

Mainstreaming Preschoolers: Children with Speech & Language Impairments

Mainstreaming Preschoolers: Children with Learning Disabilities

PREP Implementation: Resource Guide Vol. I

PREP Manual Vol. II An Aid for Recreation Readers: Instructional Personnel

PREP Trainers Handbook Vol.III

1980-1981 HCEEP Profect Directors List

A Handbook for Helping Parents "Group" & Other Handouts

ASSESSMENT INSTRUMENTS AVAILABLE...

Alpern-Boll Developmental Profile
Brigance Inventory of Basic Skills
Brigance Inventory of Early Development
Burks Behavior Rating Scale
*Denver Eye Screening Test
Early LAP
EMI Assessment Scale
Hess Readiness Scale
Lexington Developmental Scales
Maine Stream Preschool Speech & Language Survey
LAP-D (large orange box)
Perceptions of Development Skills
Project Memphis Scale
Portage Guide to Early Education
Pupil Rating Scale (Screening for Learning Disabilities)
Preschool and Early Primary Skill Survey
Receptive/Expressive Language Assessment for the Visually Impaired 0-6
RAPYHT - Talent Checklists
SEED Developmental Profiles
TELSTAR Developmental Checklist

*Screening Instrument

CURRICULUM GUIDES AND RESOURCES AVAILABLE..

Alive . . ., Aware . . . A Person . . .

A Replication of a 0-3 Project (A guide for developing comprehensive programs for handicapped infants and toddlers)

Behavioral Characteristic Progression. Vort Corporation.

Carolina Curriculum for Handicapped Infants (birth to 12 month developmental level)

The Cognitively Oriented Curriculum

Curriculum Is What Happens

Early Childhood Education

Classroom Activities for Use with Young Children (strategies for the development of specific teaching objectives)

Comp Curriculum - HI-COMP Project

Early Childhood Teaching Techniques Seminar Notebook - Project Maine Stream

EMI Curriculum Materials (education for multi-handicapped infants)

Gifted Guides - Chapel Hill Training Outreach Project (RAPYHT)

The Live Oak Curriculum

A Planning Guide to the Preschool Curriculum - Chapel Hill Training Outreach Project

PEEECH Classroom Planning and Programming

Portage Guide to Early Education

Project Memphis Lesson Plans

Programmed Environments Curriculum

Project KIDS Curriculum Reference File

SEED Developmental Activities

TALENT Development Guide - Artistic, Academic & Intellectual - RAPYHT

The Teaching Research Curriculum for Moderately and Severely Handicapped

Threshold Early Learning Library
Titles: Learning Abilities
Perceptual and Organizing Skills

Working with Children - The Ochlocknee Project

Summary of Information Searches
Conducted by Outreach Staff
July 1980 - June 1981

School District	Information
Hopkins County	Side Effects of Medication Muscular Dystrophy Language Suggestions Adapted Equipment Grant Information Behavior Management Assessments for Severly Handicapped Family Needs Assessment
Caldwell County	Perceptual Motor Skills Bliss Symbols
Marshall County	Adaptive Equipment
Muhlenberg County	Language Development Ideas/Independent Act.
Todd County	Gross Motor Activities Kindergarten Report Cards Readiness Activities Behavior Management
Henry County	Feeding Problems Perceptual Motor Skills Language Development Ideas
Paducah Independent	Feeding Problems Description of Handicapping Conditions Playground Ideas Language Intervention Techniques
Christian County Hopkins County Caldwell County Calloway County Henry County Ashland Independent Paducah Independent Todd County Muhlenberg County	Specific Instructional Strategies for Identified Children
Hopkins County Henry County Ashland Independent Calloway County Christian County Paducah Independent	Materials Suggested for Programs
Christian County Todd County Hopkins County Calloway County	IEP Development

Calloway County	Transition Suggestions for Classroom Management
Calloway County	Behavior Management
Livingston County Trigg County Hopkins County	Home Activities Behavior Management Ideas
Ballard County	Materials & Activities for Deaf Children Materials & Activities for Brain Damaged Children
Northern Kentucky University	Materials for use with Early Childhood Special Education Classes
Carroll County	Adaptive Equipment
Murray Headstart	Vision Screening Instruments for Handicapped Children
Christian County	Spina Bifida

APPENDIX E

3.2.1 Grading Procedures - There will be a- possible 15 points for each session of the course, with a total possible of 105 points. 10 points per session will be based on attendance, with the remaining 5 to be earned by satisfactory completion of tasks/activities. All activities completed outside of class must be submitted to the instructor the next class session.

3.2.2 Grading Scale - Grades will be assigned based on the following scale: "A" = 94-105 points; "B" = 82-93 points; "C" = 71-81 points; "D" = 60-70 points; "F" = below 60 points. These ranges are not negotiable!

3.2.3 Class Attendance - As specified above, a great emphasis will be placed on class attendance. There is no text, so information neccessary for meeting outcome objectives will all be presented in the sessions themselves. Should you be forced to miss a class session, you must notify the instructor one week in advance. Otherwise, you must meet the University criterion (death in family, doctor's excuse for illness, etc.) If you cannot meet these criterion, you will be eligible to receive only ½ credit (7.5 points) for any make-up activity that is scheduled for you.

4.0 COURSE CALENDAR

DATE	TOPIC	PRESENTOR	LOCATION
Tuesday 9/7/80	Course Registration The Correlated Day Curriculum	Linda Hargan Elayne G. Peters, Chapel Hill Staff	Trimble County High School Library 4 P.M.
Tuesday 10/7/80	Metholdology	Anne Sanford Director, Lincoln Center, Chapel Hill	Same
Tuesday 11/11/80	Behavior Management	Gary Mesibov, PhD. Chapel Hill Staff	To Be Announced
Tuesday 12/9/80	An Integrated Model Preschool Education Of Handicapped Children (PEEC)	Bob Kibler, Director Jeri Milligan, PEEC Outreach Staff	To Be Announced
Tuesday 1/6/80	Parent Involvement	Dot Cansler Chapel Hill Outreach Staff	To Be Announced
Tuesday 3/10/81	Classroom Management	Lois Adams, et.al. Exceptional Children Services Staff, OVEC	To Be Announced
Tuesday 4/14/81	Language Development	Jan Barthle, et.al. Special Education Department Jefferson County Schools	To Be Announced

5.3 SESSION III - Behavior Management

5.3.1 Rationale - A behavioral approach is the application of problem solving strategies and principles from the psychology of learning to the areas of skill developent and behavior problems in children. This approach can be used to teach new behaviors, increase appropriate behaviors or decrease inappropriate behaviors, and as such is an integral skill for persons working with young handicapped learners

5.3.2 Objectives

- 5.3.2.1 Present techniques on observing, specifying, counting and graphing behaviors.
- 5.3.2.2 Present techniques for increasing and decreasing behavio
- 5.3.2.3 Present steps in implementing a behavioral program

5.3.3 Outcome Objectives - Participants will

- 5.3.3.1 Describe three strategies to describe and count behavior
- 5.3.3.2 Define target behaviors
- 5.3.3.3 Design an activity to increase behavior, and an activity to decrease behavior
- 5.3.3.4 Design appropriate graphs for two sets of data
- 5.3.3.5 List and explain the four criteria for effective use of positive reinforment
- 5.3.3.6 List and explain four techniques to decrease inappropri behavior
- 5.3.3.7 Develop an intervention plan based on collected data.

5.4 SESSION IV - Project for Early Education of Exceptional Children (PEE

5.4.1 Rationale - Participants should be presented with an alternati model to education of the youjng handicapped from that presented by the Chapel Hill Outreach Project. The PEEEC project involves a home instruction component and varies significantly from the Chapel Hill project in it's integration of a variety of assessment and curriculum materials utilized.

5.4.2 Objectives

- 5.4.2.1 Present general principles underlying the project development and administration
- 5.4.2.2 Present the services available to children in detail
- 5.4.2.3 Present the services available to parents
- 5.4.2.4 Present the staff development materials and services

5.4.3 Outcome Objectives - Participants will:

- 5.4.3.1 Describe the philosophy underlying the development of
- 5.4.3.2 Describe the four basic services to children afforded through the PEEEC Project
- 5.4.3.3 Explain the differences in the placement options for young handicapped children through PEEEC
- 5.4.3.4 Describe the parent services available
- 5.4.3.5 List at least three assessment programs used in PEEEC
- 5.4.3.6 Explain the integrated Curriculum approach used in th Developmental Learning Center Program in PEEEC

Project for Early Education of Exceptional Children (PEEEC)

Training Evaluation Summary

December 9, 1980

School systems and agencies represented were:

Trimble County	United Cerebral Palsy
Henry County	Ohio Valley Educational Cooperative
Jefferson County	Riverside Good Counsel, Inc.
Carroll County	

1. The objective for this training session was:

   I. Class members will be knowledgeable of the PEEEC model for:
   - A. Administration
   - B. Services to Children
   - C. Services to Parents
   - D. Staff Development

	low				high
2. I believe this objective was attained to a ( ) degree re:	1	2	3	4	5
A. Administration	1	2	9	6	2
B. Services to Children	0	0	2	7	11
C. Services to Parents	0	1	1	5	13
D. Staff Development	0	0	8	8	4
3. My overall reaction to this training is:	1	0	2	10	7
4. The usefulness of this training and information presented is:	0	1	4	9	6

COMMENTS:

5. Strengths of training:

Good for parent involvement and child services.

So very applicable in working with SPH students and parents of SPH children.

So many new ideas of ways to implement some of the programs.

Materials - honest, straight forward presentation.

To get parents involved with development of child in every way.

Presented very well.

Very complete program.

Very realistic and logical. I can see where the ideas can really be applied to improve situations.

Services of children and parents were of interest and benefit. Needed to hear more.

Wonderful materials - obviously the result of much work and experience.

Interesting presenters who demonstrated a belief in what they were doing.

Well planned and outlined.

Will know information of parent visits for future uses.

Personal.

I agree about need to drop planned parent meetings until can meet basic needs of family.

Well organized, practical, and presented with confidence because these ideas work.

Interesting - good handouts for further study.

6. Weaknesses of Training:

Not enough varied activities for participants.

Time spent on screening process.

Went over IIP a little too much.

Need more time.

Too much lecture. After teachers have been with children all day, need to get involved in activities, etc.

Difficult to predict information needs of participants.

Was not really applicable to our situation. As teachers, we are not in position to have finances to set up such things as screening projects for pre-schoolers.

No involvement of members in class, need some variety.

More visual aids. Its so late at night, we're too worn out to absorb all of this.

Not fault of presenters, but I wish more time could have been spent on some areas.

Not enough time to give enough detail on each section.

7. Other Comments:

Simplify evaluation form with explanation.

Thank you.

Enjoyed it as far as an "ideal" situation.

Very interesting and informative! I really gained alot from this training session.

The parent involvement process and inventory were the first "real-life" centered program I have ever seen and heard described. Bravo to you for facing the fact that if a family doesn't have enough to eat, your lofty goals couldn't matter less.

The parent evaluation aspect was well thought out process. Much of information was information I already had.

Very well planned project! Must be nice!

Good overview!

Very well presented.

Head Start Spring Handicap Workshop Session Evaluation Form

SCREENING, DIAGNOSIS, AND ASSESSMENT SESSION
March 12, 1981
Louisville, Ky.

I. Ratings: For the following items, a 1-5 rating scale will be used. A rating of 1 is low, a rating of 3 is moderate, and a rating of 5 is high. Ratings should be listed in the space provided in the right hand column.

	Rating of appropriateness/extent achieved AVERAGE RESPONSES
A. Objectives At the end of this session, participants should be able to:	
1. define screening, diagnosis, and assessment	4.46 / 4.43
2. discuss recommended guidelines for screening, diagnosis, and assessment	4.31 / 4.07
3. devise a plan for providing screening, diagnosis, and assessment through their Head Start Center	4.13 / 3.58 2-N/A 2-Manual not present
	Rating of quality/usefulness
B. Handouts	4.42 / 4.59
	Rating of quality
C. Presentations	3.70
	Rating of usefulness
D. Overall usefulness of session	3.76

IIA. Comments: Strengths of training session:

knowledgeable;
good, complete, and not confusing;
very useful, presented in a very clear manner, information can be applied practically in program;
good handouts; trainers had a thorough knowledge of topic covered;
handouts;
well organized materials and presentation, clarification of ongoing problems encountered, and excellent handouts;
handouts;
the handouts are useful, and I was educated today about assessment, I usually do a diagnostic and used it for an assessment tool which is not realistic as I found out today.;
some handouts are useful;
the training session provided additional screen, diagnosis, and assessment tools that I was unaware of and the proper procedure to follow in doing such;
I think the handouts were very helpful, it lets you read about what has been gone over;
I like the list of assessment instruments we received. It can be useful in finding a specific one needed.;
Speakers were very knowledgeable of the subjects.;
interesting and informative;
appropriateness of handouts;
on target with objectives;
well organized, within time frame;
handouts;
information useful and appropriate for the audience;
handouts;
Being very new in Head Start, this session has given me great insight not only on the method used, but also in terminology involved in this facet of Heat Start.;
very useful information, thanks

B. Comments: Weaknesses of training session:

a little too low key;
didn't get the manual copied (my fault, no yours);
not enough time alotted for questions and answers;
a repeat of topic, hard to see overhead or to hear speaker;
not interestingly presented;
not presented interestingly;
could not see yellow chart well enough;
handouts;
at times, a bit repetitious;
length;
lack of involving activity but covered at lunch;
lecture approach

C. Other comments:

makes program appear to be very much time consuming considering everything else that needs to be done by H & H Coord. for the year;
the last handout has great possibilities for use on both the local program level and the cluster level;
the information offered was very valuable and I hope he and Jerri can return, Can they assist individual programs?;
give more input into the "best" tools to use, when on a tight budget, can only buy a few tools;
very good;
very good;

SCREENING, DIAGNOSIS, AND ASSESSMENT WORKSHOP SESSION

presented by

PEEEC-Outreach*

Fifth Annual Spring Handicap Workshop
for Kentucky Head Start

March 12, 1981
Louisville, Kentucky

Workshop Session Objectives:

At the end of the training session, participants should be able to:

1) Define the terms "Screening," "Diagnosis," and "Assessment"
2) Discuss recommended guidelines for screening, diagnosis, and assessment -
    a) appropriate procedures for screening
    b) appropriate professional to diagnose
    c) appropriate instruments to screen, diagnose, and assess
3) Devise a plan for providing screening, diagnosis, and assessment services through their Head Start Center.

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*Project for Early Education of Exceptional Children-Outreach, a service of the West Kentucky Educational Cooperative

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

aining and Technical Assistance Services
Division of Educational Services
College of Education

AGENDA

FIFTH ANNUAL SPRING HANDICAP WORKSHOP

March 12 & 13, 1981
Natchez Room
Bluegrass Convention Center
Ramada Inn, Hurstbourne Lane
Louisville, KY

Thursday, March 12

8:00 - 9:00 am	REGISTRATION
9:00 - 9:15 am	WELCOME Cynthia V. Barnes
9:15 - 12:00 noon	SCREENING, DIAGNOSIS AND ASSESSMENT Bob Kibler, Coordinator, Project for the Early Education of Exceptional Children (PEEEC) Jerri Millican (PEEEC) Murray, KY
12:00 - 1:30 pm	LUNCH
1:30 - 4:00 pm	RECORDKEEPING Charla Crowell, Julie Church Southern KY Head Start Bowling Green

Friday, March 13

9:00 - 9:45 am	CHILD FIND Debbie Knapp, Coordinator for Procedural Safeguards, Bureau for the Education of Exceptional Children, Kentucky Department of Education
10:00 - 11:00 am	CRIPPLED CHILDREN'S SERVICES Syl Nitzken
11:00 - 12:00 noon	INFORMAL DISCUSSION AND EVALUATION

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

raining and Technical Assistance Services
Division of Educational Services
College of Education

March 17, 1981

Mr. Bob Kibler, Coordinator
PEEEC
Western KY Educational Cooperative
Special Education Building
Murray State University
Murray, KY 42071

Dear Bob,

I want to thank you for your excellent presentation on Screening, Diagnosis and Assessment at the Spring Handicap Workshop. You did a wonderful job and the many handouts that you used were fantastic. In fact, there were so many handouts that its just as well that Instruments and Procedures developed by the SAC were not ready because they would have been lost in the shuffle. (Isn't rationalization great!)

On the evaluations, your presentation was cited as among the best at the workshop. I really appreciate all of the hard work that you devoted to it.

Again, thanks and I'll see you next week.

Sincerely,

Cynthia

Cynthia V. Barnes
Handicap Specialist

CVB/lle

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

ing and Technical Assistance Services
Division of Educational Services
College of Education

March 17, 1981

Ms. Jerri Millican
PEEEC
Western KY Educational Cooperative
Special Education Building
Murray State University
Murray, KY 42071

Dear Jerri,

I want to take this opportunity to thank you for your wonderful presentation at the 5th Annual Spring Handicap Workshop. You did an excellent job and devoted many long hours of preparation. That you were able to relate your experiences as a teacher and home visitor was of particular benefit.

I look forward to working with you to develop a screening program for the Louisville-Jefferson County Head Start program. It's going to be a mammoth job - but I think that amongst the four of us we can set it up.

Jerri - thanks again for the good job. See you in April.

Sincerely,

Cynthia

Cynthia V. Barnes
Handicap Specialist

CVB/lle

Project for Early Education of Exceptional Children

West Kentucky Educational Cooperative

Suggested Format for Head Start Centers' Screening, Diagnosis, and Educational Assessment Plan

Headstart Center/Cluster: ____________________

Period covered by plan: ____________________

Staff involved in plan development: ____________________

____________________ ____________________

I. Known characteristics of children which have implications for the screening, diagnosis, and assessment plan (e.g. list number of children displaying speech, language, vision, hearing, coordination, medical, social, behavioral, or cognitive problems):

II. Screening, Diagnosis, and Assessment Instruments

	Available	Needed
A) Screening		
B) Diagnosis		
C) Assessment		

D) Plans for obtaining needed instruments:

III. Screening, Diagnosis, and Assessment Resources (Staff, Volunteers, Consultants, and Agencies)

	Available	Needed
A) Screening		
B) Diagnosis		
C) Assessment		

D) Plans for obtaining needed resources:

IV. Proposed Screening Activities

A) Dates:

B) Instrument(s) to be used:

C) Staff/Resources Involved:

D) Staff evaluation of results and plans for follow-up of failures (who reviews results, when, etc?):

V. Proposed Diagnostic Activities (NOTE: information completed in portions of this section will depend upon the staff evaluation of screening results)

A) Type of diagnostic assessments needed:

V. B) Diagnostic Plan:

Child	Staff/Resource	Type of Assessment/Instrument	Dates

C) Staff evaluation of diagnostic findings and plans for follow-up (who reviews results, when, how is information used, etc?):

VI. Proposed Educational Assessment Activities (NOTE: information completed in portions of this section will depend upon the staff evaluation of diagnostic assessment findings)

A) Number and types of education assessments needed:

B) Educational Assessment Plan:

Children	Staff	Instrument(s)	Dates(pre & post)

C) Staff evaluation of educational assessment results and plans for follow-up (who reviews results, when, how is the information used, who is it reported to, how, etc?):

SUMMARY OF EVALUATION

ORGANIZATION AND ADMINISTRATION OF A PRESCHOOL SCREENING METHOD

DATE AND LOCATION - AGENCY

CHILD FIND TRAINING: TENNESSEE DEPARTMENT OF EDUCATION: DIVISION FOR EDUCATION OF THE HANDICAPPED. MARCH 13, 1981: NASHVILLE, TN.

Number or People 28 Approximate Number of Children Served 4,420

Number of Manuals 30 Number of Children Screened with CIP that has been confirmed. 320

	YES	NO
1. Was the presentation organized?	28	
2. Was the content of the presentation useful?	28	
3. Do you feel more proficient in the areas of:		
Screening Advertisement	28	
Room Arrangement	28	
Inservice Training	27	1
Screening Day	28	
Screening Review	27	1
Follow-up	27	1

4. In what area/areas of screening, so you feel that you need more assistance?

Follow-up referral process.
Familarity with instruments.
More information about other screening material-cost.
The only limitation I see is that CIP is limited to kids 2½ to 5 years.

Everything was very well presented.

Just need to practice what I've learned.

Inservice training of volunteers.

Feel confortable in all areas of technicality.
Time will be only consideration which will require more organization on our part.

An excellent presentation and it really encourages me as I go into a new area.

Screening review.

How to plan effective follow-up program.

I have used the CIP screening procedure several times.

5. Comments:

A courtesy area for screening personnel is helpful.

I got some excellent ideas for our screening day, plus some ideas about handling problems that I had not even thought of.

Very good.

Initial effort forthcoming- We'll know more then.

We are just beginning in our basic child find effort. We'll probably ask for help.

I appreciated the presentations inclusion of all aspects of screening, especially the organizational problems and considerations.

Excellent, well organized presentation. Answered many questions we've had about screening.

Presentation was helpful in organizing a screening program.

Time to absorb information and a supporting hand in attempting Child Find.

Excellent.

Very pleased with program. The copy of manual was very helpful.

A comprehensive (although brief) presentation with valuable information.

Well presented.
Well organized.

Helpful inservice session.

Excellent inservice.

MAINSTREAMING HANDICAPPED CHILDREN WORKSHOP SESSION

presented by

PEEEC-Outreach*

Head Start Regional Teachers Workshop
March 21, 1981
Morehead, Ky.

Workshop Session Objectives:

At the end of the training session, participants should be able to:

1) identify elements of successful mainstreaming,
2) identify resources and some solutions to problems experienced in mainstreaming, and
3) devise a plan for successfully mainstreaming children with handicaps into their classrooms.

---

*Project for Early Education of Exceptional Children-Outreach, a service of the West Kentucky Educational Cooperative

MAINSTREAMING HANDICAPPED CHILDREN WORKSHOP SESSION EVALUATION FORM

March 21, 1981
Morehead, Ky.

I. **Ratings:** For the following items, a 1-5 rating scale will be used. A rating of 1 is low, a rating of 3 is moderate, and a rating of 5 is high. Ratings should be listed in the space provided in the right hand column.

	Rating of Appropriateness	Rating of Extent Achieved
	AVERAGE RESPONSES	
A. Objectives The participants should be able to:		
1) identify elements of successful mainstreaming,	4.75	4.77
2) identify resources and some solutions to problems experienced in mainstreaming	4.88	4.80
3) devise a plan for successfully mainstreaming children with handicaps into their classrooms.	4.57	4.70
	Rating of Quality	Rating of Usefulness
B. Handouts	4.90	4.44
		Rating of Quality
C. Presentations		4.81
		Rating of Usefulness
D. Overall usefulness of session		4.81

IIA. Comments: Strengths of the workshop

-procedures, abilities, expecting handicap children in the classroom;
-speakers were knowledgeable and experienced;
-speech;
-the training was very informative, will be able to use some information in the classroom next year when we have a child that cannot speak;
-discussion was really good, handouts were very important to mainstreaming;
-learned a lot from other staff on Deaf child with hearing aids. How to work with other handicap children;
-the entire session was good;
-experience of personnel;
-individual assistance

B. Weaknesses of the workshop

-more varied presentations - audio-visual?;
-none;
-very good, none;
-none;
-none;
-too short;

C. Other comments

-very good, more time needed;
-enjoyed participations;
-I would have liked to have seen materials used with handicapped children - aids especially;
-good adaptation of program to the group needs

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Training and Technical Assistance Services
Division of Educational Services
College of Education

Regional Teacher's Conference

Button Auditorium Building
Morehead, Kentucky
March 20, 1981

TIME	SESSION	LOCATION
8:45 a.m. - 9:00 a.m.	Opening Session	Auditorium
9:00 a.m. - 9:15 a.m.	Break	
9:15 a.m. - 10:30 a.m.	First Session	
	A. Emergencies and Safety Richard Stacey, Health Educator Gateway District Health Dept. Owingsville, Kentucky	Room 303
	B. Integration of the Handicapped Into the Classroom Bob Kibler and Jerri Millican Western Kentucky Educational Cooperative Murray, Kentucky	Drill Room
	C. Affective Curriculum Concerns Beverly Cree, Director CDA Training Program Morehead State University	Auditorium
	D. Working with Parents to Meet Individual Objectives Norma Gallagher, Jerri Sims and Betty Mitchell Licking Valley Head Start Program Flemingsburg, Kentucky	Room 302
	E. Music, Music, Music Greenup County Home Visitors Erie Center Teachers & Assistants Northeast Head Start Program Olive Hill, Kentucky	Room 305

TIME	Third Session (Continued)	LOCATION
	B. Appalachian Curriculum (Repeat of Session 2) LKLP Head Start Staff Whitesburg, Kentucky	Room 305
	C. Environmental Education Dr. Jerry Howell Morehead Center for Environmental Studies Morehead State University	Auditorium
	D. Numbers for Children Aloma Ratliff Big Sandy Head Start Program Pikeville, Kentucky	Room 303
	E. The Starter Card System Karen Hammons Instructor, Early Childhood Education Lab Child Development Morehead State University	Drill Room
2:30 p.m. - 3:00 p.m.	Closing Session - DOOR PRIZES Door Prizes Compliments of the following Commercial Exhibitors: Child Craft Central Kentucky Books	Auditorium

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

raining and Technical Assistance Services
Division of Educational Services
College of Education

April 22, 1981

Bob Kibler
Jerri Millican
PEEK Project
Western Kentucky
  Educational Cooperative
Special Education Bldg.
Murray State University
Murray, KY 42071

Dear Bob and Jerri:

Thank you for participating in the Morehead Head Start Regional Teachers' Conference. We greatly appreciate your willingness to provide the workshop participants with a session on Integration of Handicapped Children. The information which you shared will enhance the delivery of educational and related services to young children throughout the state of Kentucky.

We want to express our special thanks to you for expending your time and expertise to provide a service beyond your immediate job responsibilities. Without such willingness to share, a conference such as this could not occur.

We have enjoyed working with you and hope to be able to again in the future

Sincerely,

	Leslie A Weigel	Connie Jo Smith
Melissa Werner Early Childhood Specialist	Leslie A. Weigel Administration/Child Development Specialist	Connie Jo Smith Childhood Development Specialist

CJS:dea

cc Melba Casey

Project for Early Education of Exceptional Children-Outreach

West Kentucky Educational Cooperative

Suggested Format for Head Start Mainstreaming Individual Plan

A) Identifying Information About the Child

Child:
Type/Severity of Handicap:
Teacher/Aide:
Classroom:
School Year:

	Strengths which enhance participation/learning	Weaknesses which interfere with participation/learning
Intellectual		
Academic		
Physical		
Behavioral		
Social		

B) Modification to Accomodate Child in the Program/Classroom:

1. Physical arrangement of classroom (also modification to building):

2. Special Transportation:

3. Positioning of child/teacher in classroom:

4. Special groupings of children:

5. Curriculum/Materials/Equipment:

6. Instructional Strategies:
   a. Shaping
   b. Chaining
   c. Modeling
   d. Prompting Attention
   e. Verbal Prompting
   f. Manual Prompting
   g. Visual Prompting
   h. Behavioral Rehearsal
   i. Classical Conditioning
   j. Questioning
   k. Discrimination Training

7. Method of presenting information/tasks to the child (auditory, visual, tactile):

8. Method of eliciting responses/information form child (verbal, communication board, gesture, physical performance, etc.):

9. Child behaviors to be modified through a behavioral management program (reinforcers/schedules of reinforcement):

10. Diet/feeding procedures and/or precautions:

11. Medication (schedule, procedures):

12. Toileting (schedule, procedures):

13. Prosthetic devices, hearing aides, etc. (procedures for checking, cleaning,etc.)

C) Resource Assistance (speech therapy, physical or occupational therapy, special aide, etc.)

D) Staff Development Needs to Effectively Deal With the Child (staff/needs/plans for meeting needs):

Project for Early Education of Exceptional Children-Outreach

West Kentucky Educational Cooperative

Elements of Successful Mainstreaming

Communication between the Head Start Program and other service providers

Knowledge of child's needs and abilities

Consistency in instructional programming between the Head Start Program and other service providers

Accepting attitudes about mainstreaming in general and the child and their handicap in general

Awareness of the fact that handicapped children are more like "normal" children than different from them

Preparation of the children in the classroom for the arrival of a handicapped child

Reinforcement of children who interact with the handicapped child

Involve parents in the process

Sense of humor on the part of the teacher

Flexibility in terms of time allotted to tasks, expectations of child, instructional plans, scheduling of support services

Adaptation of materials

Knowledge of child development

Knowledge of the characteristics of the handicapping conditions of the children

PROGRAMMING FOR THE 3-8 YEAR OLD SPECIAL NEEDS CHILD IN KENTUCKY

Kentucky Federation CEC Convention
March 27, 1981
12:30 - 1:30 P.M.

Agenda

Topic	Procedure/Time	Staff	Handouts
-Introduction	Presentation/10 min.	Bob	-Brochures -Information Packet
-Needs Assessment Process	Presentation/10 min.	Jerri	-Blank Needs Assessment
-identified needs		Judy	
-Planning/Evaluation	Presentation/10 min.	Bob	-TA Planning & Report Form -TA Agreement -Summary Report of Outreach Services -Evaluation of Training/TA
-Training/Technical Assistance	Presentation/10 min.	Jerri	-Excerpt from new Outreach Proposal
-summary of this year -summary of preschool screening			
-Needs For Next Year	Presentation/10 min.	Jerri	-Projected Needs for '81-'82
-listing of sites for next year	Input from audience	Judy Bob	
-Discussion/Questions	Input from audience	All	-None

Project for Early Education of Exceptional Children

PRESCHOOL SCREENING ADMINISTRATOR'S QUESTIONAIRE

School System Ballard County Position Supervisor

1. What information would you like to receive on the results of the screening?

   The diagnostic and prescreptive information would be most helpful.

2. Do you feel that you received any personal or professional benefit from being involved in the screening process?

   I was personally satisfied to be working with children and parents. Professionally--I was aware of my need for further knowledge of Special Ed.

3. Did the inservice prepare you for the evaluation process? If not, why?

4. Was PEEEC staff readily available to give assistance during planning, screening, and evaluation?

   I could not say enough positive remarks about Jerri Millican! She was "Lady of the Hours."

5. How prepared do you feel to administer the total preschool screening next year? In what area(s) do you need more support?

   I could administer the screening but I need additional skill in the evaluating process.

6. If you had one major criticism to make of the screening, what would it be?

   My schedule (my own design) was pretty tight. I will allow more time next screening.

7. What do you feel was the best thing about the screening?

   The valuable information on each child will assist our teachers in planning appropriate programs for learning.

8. Comments and/or suggestions to help plan for future screenings:

   I believe an additional hour or so could help me learn how to score the results and be more confident. (More practice time) (Ha)

PROJECT for EARLY EDUCATION of EXCEPTIONAL CHILDREN

PRESCHOOL SCREENING QUESTIONNAIRE

Total Persons Trained 12 *

Screening Position ______ School System Ballard County

As you know, this was the first preschool screening to be held in your school system. Therefore, we would appreciate your taking time to complete the questions below. Yours ideas will be carefully considered when planning for future screenings, so please feel free to comment on anything not mentioned below.

*** One form not returned.**

	NOT AT ALL	SOMEWHAT	VERY MUCH SO
1. Did you feel prepared to administer/participate in the CIP screening after the inservice training was completed?		4	7
On the day of Screening?		3	8
2. Did the slide/tape presentation help give you an idea of what the CIP screening process would be like?		6	5
3. Was the West Kentucky Educational Cooperative clearly explained to You?		1	10
4. Was the function of PEEEC clearly explained to you?			11
5. Was YOUR Screening position clearly defined?			11
6. Were you given the opportunity to ask questions during inservice?			11
7. Were PEEEC staff members readily available to you during the screening?			11
8. Would you like to be involved in preschool screening next year?		2	9
9. In what areas did you feel best prepared?			
10. In what areas did you feel least prepared?			

(Questions 11 through 14 for Speech and Child Interviewers only)

	NOT AT ALL	SOMEWHAT	VERY MUCH SO
11. Do you feel you were prepared to administer all items?			3
12. Did you benefit from the review of each screening item?		1	2
13. Was the mock demonstration of a CIP Child/Speech interview beneficial?		1	2
14. Was the scoring clear to you? If not, please comment.			3

Please make additional comments on inservice, preschool screening day, future planning on back of this page. JEK:JAM

SUMMARIZATION OF SCREENING EVALUATION

COMMENTS-BALLARD COUNTY

Answers to Questions 9 & 10.

9. Answering questions.
10. Reading that terrible map.

9. Average children.
10. Children who had great difficulty.

9. Registration.
10. Speech/Hearing.

9. Duties.
10. How to convince the difficult children to cooperate.

8. If possible.
9. The one I'm doing. (Hearing)
10. Developmental.

9. In my area. (Speech)

9. Vision.
10. Speech.

CHILD FIND TRAINING
TENNESSEE DEPARTMENT OF EDUCATION
DIVISION FOR EDUCATION OF THE HANDICAPPED
MARCH 12, 13, 1981

AGENDA

THURSDAY, MARCH 12

8:30-8:45 REGISTRATION, WELCOME, INTRODUCTION - BETTE BERRY

8:45-10:00 DISCUSSION - EACH SYSTEM REPORTS ON CHILD FIND ACTIVITIES, TURNS IN DATA SHEETS, PASSES OUT SUMMARIES

10:00-10:15-BREAK

10:15-10:45 PLANNING ANNUAL ONGOING CHILD FIND ACTIVITIES
BETTE BERRY AND BARBARA DEVANEY

10:45-11:15 HOW TO GET CHILDREN OUT FOR SCREENING - P. DAVID KURTZ

11:15-12:00 REGIONAL SUBGROUPS MEET TO PLAN FOR COORDINATING FUTURE CHILD FIND ACTIVITIES

12:00-1:00 LUNCH

1:00-1:15 REGIONAL SUBGROUPS REPORT BACK TO FULL GROUP

1:15-3:15 INSTRUCTIONS IN USE OF SCREENING INSTRUMENTS

DENVER DEVELOPMENTAL SCREENING TEST } RAYONELL OTWELL TULLAHOMA
FLUHARTY-SPEECH AND LANGUAGE } LUANN MITCHELL CITY
TELEBINOCULAR - MARIAN CLIFTON, MANCHESTER CITY

3:15-4:30 ASSESSMENT

FRIDAY, MARCH 13

8:45-11 CONDUCTING SCREENING AND ASSESSMENT
TRAINEES WILL LEARN HOW TO ORGANIZE AND ADMINISTER PRESCHOOL SCREENING PROGRAM USED ON OVER 1,000 IN WESTERN KENTUCKY. COMPREHENSIVE IDENTIFICATION PROCESS.

JERRI MILLICAN, PROJECT PEEEC, MURRAY STATE UNIVERSITY
MURRAY, KENTUCKY

11:00-11:30 EVALUATION, FEEDBACK, QUESTIONS, FUTURE PLANNING

APPENDIX F

West Kentucky
Educational Cooperative

— Serving the Schools of Western Kentucky —

SPECIAL EDUCATION BUILDING, SUITE 338
Murray State University
Murray, Kentucky 42071

Phone: (502) 762-6965

Reed Conder, Chairman, Board of Directors
Melba Casey, Director

February 26, 1981

Foundation for Exceptional Children
1920 Association Drive
Reston, VA 22091

Gentlemen:

The West Kentucky Educational Cooperative is committed to developing a better relationship between parents and their handicapped children. We will pledge matching funds to the minigrant and if the proposed minigrant is funded, I pledge my support as chairman of the Board of Directors to the implementation of the activities planned.

Judy Adams is well qualified and experienced in working with parents of handicapped. Her work is respected by both school personnel and parents of handicapped. I am confident that all activities planned by Ms. Adams will meet the needs of parents in our region.

Sincerely,

Reed Conder

Reed Conder
Chairman, Board of Directors

RC:ges

foundation: exceptional children

IMPORTANT: PLEASE PROVIDE 3 COPIES OF ALL APPLICATION MATERIALS.

"Serving the educational, social and human needs of handicapped children . . . and the neglected educational needs of gifted children."

BILL GEER MINIGRANT AWARD FUND
Parent Workshop Awards

Application (Use additional pages as necessary, not to exceed five--Please print legibly or type)

Applicant's Name Judy C. Adams

Address 918 N. 16th Street, Murray, Kentucky 42071

Phone (502) 759-1619

Host Agency West Kentucky Educational Cooperative

Address Special Education Building, Murray State University

Phone (502) 762-6965

1) Title of Project The Exceptional Parent as a Community Resource

2) Duration of Project: Commencing July 1, 1981 Terminating May 31, 1982*

3) Statement of Problem

4) Project Objectives

5) Activities to Accomplish Each Objective/Activity Timeline

*Matching funds will extend length of Project duration beyond the permitted six months.

6) Procedures for Evaluating Each Project Objective

7) Description of the Population to Be Served

8) Statement of the Project's Creativeness or Significance

9) Anticipated Benefits of the Project to Parents of Handicapped Children

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To complete this application also forward the following:

- Project budget including reference to other funding sources, if any
- Letter of endorsement from administrator of host agency, including statement of how the project will directly benefit parents of handicapped children
- One page resume of project director
- If the host agency is a non-profit institution or agency, a copy of the Internal Revenue Service ruling

All items noted must be submitted. Omission of any item disqualifies the applicant.
ALL ITEMS MUST BE SUBMITTED IN TRIPLICATE.

Submit all application materials to: Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Judy C. Alons
Applicant's Signature

3/1/81
Date

3) Statement of the Problem -

The West Kentucky Educational Cooperative (WKEC) spans a 25 county rural area in western Kentucky where there are limited parent groups in operation. This is a large, predominantly rural area with limited medical and community resources to assist in the diagnostic and treatment process. WKEC is operating a Handicapped Children's Early Education Program (HCEEP) Outreach grant for training and technical assistance for preschool providers in Kentucky. WKEC also operates a Diagnostic Center which provides comprehensive multidisciplinary diagnostic services for the severely handicapped school-age population in the 25 county coverage area. Both of these programs have included parent involvement as integral components of their models.

A group of parents led by Mr. and Mrs. Hart, with the West Kentucky Educational Cooperative parent facilitator, met to address the writing of this minigrant. Themes which were expressed at this meeting are incorporated as needs to be addressed in the grant. They are:

1. Large geographic area limiting interaction between parents of handicapped children due to transportation, limited financial resources, etc;
2. Limited awareness of available medical and community resources and how to access services; and
3. Limited opportunities for parents to gain knowledge and skills in coping, caring for, and working with their child.

4) 5) 6) Project Objectives/Activity Timeline/Evaluation

GOAL I; To provide training opportunities for parents

Objective 1.0	Activity 1.1	Timeline	Evaluation
To identify 10-15 CORE parents to participate in the minigrant	Select CORE parents through screening by proposal developers based on the following criterion: a) parent of a handicapped child residing within WKEC area; b) willing to commit time and agree to become a resource person for their own community; and c) attend all workshop sessions sponsored through the minigrant.	7/15/81	Parents selected and committed to participate
Objective 2.0	**Activity 2.1**		
To plan training for CORE parents as identified during proposal development meeting	Meet with CORE parents and Project Co-Director, facilatator and others to review workshop topics, trainers, etc.	8/15/81	Agendas set; locations identified

Objective 3.0	Activity 3.1	Timeline	Evaluation
To implement workshops	Conduct workshops on the following topics:		Attendance; completed training evaluation forms by participants
	Understanding Your Child's Problem: 1. medical diagnosis 2. therapy and treatment 3. physical and mental limitations 4. seizures	Sept.1981	
	Personal Adjustment (2 meetings): 1. cycle of acceptance - dealing with reality 2. how the child fits into the family and community (i.e., handling situations) 3. building support systems and self-assessment	Nov.1981 & Jan. 1981	
	Frontlines: 1. reality of child care - a. behavior management b. parents' tidbits of information to each other 2. getting support and help - a. what is available b. future directions	March 1982	

GOAL II: To utilize CORE parents as community resources

Objective 1.0	Activity 1.1	Timeline	Evaluation
To train CORE parents in becoming community resources for parents of handicapped children	Conduct workshop specifically to address screening, existing services and utilization of knowledge and skills gained in training conducted in Goal I	May 1982	Completed trainin evaluation form b parents
Objective 2.0	Activity 2.1		
To plan strategies for role of community resource	Write newspaper articles and contact media; Plan community awareness components; Talk to estabished parent groups and public/private service organizations (schools, ARC)	May 1982	Development of individual packet for CORE parents
Objective 3.0	Activity 3.1		
To provide assistance in carrying out role of community resource	Conduct meetings with CORE parents to review problems, discuss strategies, etc.	on-going	

7) Description of the Population to be Served:

Training for 10 CORE parents and an undetermined number of other parents of handicapped children in the West Kentucky Educational Cooperative 25 county service area. This is reflective of a large predominantly rural area with varied socio-economic status, economy based on agriculture, industry and mining.

8) 9)Statement of the Project's Creativeness or Significance and Anticipated Benefits:

This training approach is anticipated to:

a) identify parents with ability and commitment to function at an advocacy level;

b) generate interest in the needs and concerns for the handicapped in the community through the use of parents with a vested interest;

c) create a new parent-initiated community resource network;

d) improve existing child find practices in the West Kentucky Educational Cooperative area; and

e) facilitate access of community resources for parents of newly identified handicapped children and alleviate some stress encountered through provision of a support system.

The Exceptional Parent as a Community Resource

Budget

Allocation

Minigrant Award	$500.00
WKEC matching	$500.00
	$1000.00 Total

Expenditures

Transportation/ Babysitting	500.00
Materials & Postage & Handling	100.00
Consultants	350.00
Miscellaneous	50.00
	$1000.00 Total

Services provided in-kind through WKEC and community:

1. Project Facilitator
2. Secretarial Services
3. Equipment and Space
4. Telephone

Project Facilitator

VITA

Judy Catherine Adams

Home Address: 918 North 16th Street, #3
Murray, Kentucky 42071
Phone: (502) 759-1619

Date of Birth: November 7, 1948

Personal: divorced; no dependents

Present Position: Parent Involvement Coordinator (25%)
Project for Early Education of Exceptional Children;
Direction Services Coordinator (75%)
West Kentucky Diagnostic Center;

West Kentucky Educational Cooperative
Special Education Building, Room 307
Murray State University
Murray, Kentucky 42071
October 1, 1979 - Present

Education: B.S., School of Social Welfare
Department of Social Work
Florida State University
Tallahassee, Florida
August 1973

M.Ed., Early Childhood Special Education
University of Georgia
Athens, Georgia
December 1979

Experience: HCEEP grant staff member 1973-77

Coordinator, HCEEP Outreach grant
Ochlocknee, Georgia 1977-78

Technical Assistance Development System (TADS)
Consultant, 1978 -

Certification: Comprehensive System of Multi-Cultural Pluralistic
Assessment (SOMPA) Certificate
February 1981

Professional Affiliations, Publications, Other Experience, References, etc. furnished upon request.

Resume

Co-Director

Name: William E. Hart

D.O.B.: 09-25-42

Address: Rt. #2, Green Hill Drive
Grand Rivers, KY. 42045

(502) 362-4243

Present Position: Salesman for Smithline Corp.,
Pharmaceutical firm

Education: B.S., History, and Special Education
Brescia College
Owensboro, KY
+15 hours towards M.A., Ed. Administration
Western Kentucky University
Bowling Green, KY

Experience: 8 years teaching
2 years Assistant Principal
Owensboro Catholic High School

Personal: Married; Spouse, Sharon Hart
Children: James, age 6; John, age 4; Phillip, age 2

Parent of a multiply handicapped child, John, diagnosed as having a severe seizure disorder at 10 months and severe developmental lag.

Resume

Co-Director

Name: Sharon Hart

D.O.B.: 11-15-48

Address: Route #2, Greenhill Drive
Grand Rivers, Kentucky 42045

Present Position: Homemaker

Education: B.S., Elementary Education
Brescia College
Owensboro, Kentucky

Experience: 1st grade teacher, 5 years

Personal: Married; Spouse, William E. Hart
Children: James, age 6; John, age 4, Phillip, age 2

Parent of a multiply handicapped child, John, diagnosed as having a severe seizure disorder at 10 months and severe developmental lag.

Potential Workshop Consultants

Ms. Rene Christensen, Field Services Supervisor
Murray State University
Murray, Kentucky

Dr. Gil Foley
Family Centered Resource Project Outreach
Reading, PA

Ms. Jerri Millican, Instructional Resource Coordinator
Project for Early Education of Exceptional Children Outreach
West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, Kentucky 42071

Dr. Harry Von Tobel, Developmental Pediatrician
Trover Clinic
Madisonville, KY

Bureau of Education for Exceptional Children
Kentucky State Department of Education
Frankfort, KY